

The Charter of  
**THE GROVE SCHOOL**  
A California Public  
Charter School

Original Charter Granted: July 1999

Charter Petition Renewed: August 2004 and July 2009

Current Renewal Petition submitted: September 24, 2013

Current Renewal Petition resubmitted: January 31, 2014

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- G. Sample parent survey
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## **AFFIRMATIONS/ASSURANCES**

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The Grove School (or the “Charter School”), located in the boundaries of the Redlands Unified School District (the “District”):

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of The Grove School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend The Grove School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to The Grove School including but not limited to:
  - The Grove School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The Grove School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The Grove School shall comply with any jurisdictional limitations to locations of its facilities.
  - The Grove School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The Grove School shall comply with all applicable portions of the Elementary and Secondary Education Act.
  - The Grove School shall comply with the Public Records Act.
  - The Grove School shall comply with the Family Educational Rights and Privacy Act.
  - The Grove School shall comply with the Ralph M. Brown Act.
  - The Grove School shall meet or exceed the legally required minimum of school days.

## I. INTRODUCTION

### A. **Mission Statement**

#### Mission

The Grove School is a public Montessori community that guides adolescents in their work of self-construction, as they become engaged and respectful world citizens.

#### Vision

The Grove School relies on the framework for adolescent education defined by Maria Montessori. At the core of her vision is the expectation that students will "pass from one stage of independence to a higher [one], by means of their own activity, through their own effort or will." The Grove School's unique, rich, safe, challenging, relevant and comprehensive program is valued as a vital part of Redlands heritage and legacy. All members of our community model respect and clear communication in order to foster collaboration and cooperation.

Grove's student-centered model allows students to practice the principle of freedom with responsibility. Montessori's vision of *Erdkinder* underlies our program, providing a prepared farm environment for students to engage in purposeful and meaningful work that helps lead them towards independence through real-life challenges. This work has to engage the hands, they need to be active, moving, be physically involved. At the same time they need to be engaging their intellect in the same task, to plan what their activity is, to analyze the best way to carry it out, to test it, use trial and error to work towards mastery. At the high school level, students in Grove classrooms will work with skilled and dedicated teachers who use project-based instruction, frequent group work, and real-life application of concepts to prepare students for the challenges of university education. Grove teaching is based on intrinsic motivation; providing a rigorous curriculum with high expectations for individual achievement.

The Charter Schools Act of 1992 encourages the formation of charter schools to provide alternative learning opportunities for students, new professional opportunities for teachers, and expanded choices for students and parents regarding the types of educational programs available to them. Because the Charter School will emphasize the development of self-motivated, competent, well-rounded, and lifelong learning students, we believe The Grove School meets the requirements and the spirit of the charter legislation and will be of benefit to the Redlands Unified School District and the district's constituents.

The educated person of the 21<sup>st</sup> century is a well-balanced individual, capable of self-motivated, independent work and well aware of the need for constant and ongoing education. This person is able to set and accomplish personal goals and work cooperatively and collaboratively for the good of a group. Educated individuals in the 21<sup>st</sup> century are members of a local community and a global society. They should be proficient in one language in addition to English.

## **B. Success of The Grove School Over the Prior Charter Term**

### **HIGHLIGHTS of 2009-2013**

The Grove School has seen an increase in enrollment, a marked improvement in performance and a realignment of vision and purpose. The highlights of this term's accomplishments include:

- Successful addition of several data collection and analysis systems including ZOOM, Data Director, SNAPGRADES, and , Jupiter Grades
- Increased communication and cooperation with our RUSD especially in the area of data, using AERIES and meeting requirements for increases in statewide reporting
- Launch of new website with clarified mission/vision, a parent blog with interactive feedback, and a social network site for the school.
- Implementation of MOU regarding special education with the district using independent funding model to provide in-house special education services
- Successful launch of STAR (Support our Theatrical and Artistic Ravens) organization and affiliated programs that support students in the arts.
- Reintroduction of agriculturally based science program and the FFA charter at the farm and increased integration of the land-lab approach for the high school
- Increased participation and promotion of the school's agricultural program through participation in and hosting of the Grove School Farmer's Market.
- Consulting Visit by NAMTA representative, Laurie Ewart Crocker who gave programmatic and individual feedback for 7-9th grade classes and teachers.
- Reinstatement of counseling position and introduction of career guidance program using new software with one on one counseling for 10th and 11th graders.
- Implementation of the Mentor Grade Book and mentor guidelines
- Improved long term planning on field trip, field work and "going-out" programs including standards based, curricular focus and funding for qualified students.
- Participation in CALPADS and increased skill at using AERIES.
- New Crisis Training for faculty and staff through Fault Line Earthquake Survival Coordinating including participation in the California Shake Out at San Bernardino County Museum. Fault Line Earthquake Survival Consulting and the Redlands Fire Department presented safety training to the Grove faculty.

- Dialogue with and training from RUSD regarding disciplinary procedures and actions proved to be very helpful in resolving challenging student issues.
- Marked increase in parent participation.
- Grove's Fine Arts program expanded as the Drama dept. with the help of parent led STAR group partnered with the Redlands Footlighters who provide access to increasingly sophisticated stage, sound and lighting equipment.
- Training for faculty and administration and realignment of high school curriculum toward EAP (Early Assessment Program) College Entrance Standards.
- Grove, Montessori in Redlands, and University of Redlands hosted Sir Ken Robinson and Dr. Steven Hughes who spoke to over 500 people about the need for creativity and critical thinking in education.
- Grove hosted a ten day international consultation visit from NAMTA high school executive director, David Kahn and Association Montessori Internationale trainer, Jenny Hoglund. The visit included meetings with U of R president Jim Appleton and Dean of School of Education Bob Denham.
- Whole school participation in Association Montessori Internationale Refresher Course in Long Beach.
- Introduction, implementation and approval of new UC courses in English, Physics, Environmental Science, AP Chemistry, AP World History and Fine Art.
- Implementation of SART procedures after attending SART training.
- The school hosted international students from Spain, France, China, Korea, Thailand, Denmark and Germany. The Grove board participated in a board training seminar with Triangle Associates.
- Grove celebrated the completion of the school kitchen remodel which is now a licensed commercial kitchen providing field to table lunches for students (including 36 free or reduced price lunches).
- The WASC midyear review went very well in 2011. The committee was amazed at the student participation and pleased with the action plan progress. Grove received WASC six year renewal.
- Completion of the chicken coop, new animal pens, archery range and irrigation systems.
- Structural plans are finished and the permit issued by the city for the Barton School House. With the help of a received grant of \$25,000, under the farm manager's supervision, students attached the building to the foundation.

- Distinguished School Award for 2013 (only school in district to receive one this year)
- US News and World Reports National Silver and California Silver Award
- Started Math Team and participated in “Math Counts” competition
- Established objective criteria for math placement based on data
- Grove students directed service projects included: fundraising for orphanages in Haiti and Nepal, coat drives for Redlands Family Services and, fundraising for the City of Hope
- Grove Students attended World Ag Expo
- Students attended FFA State Conference and FFA National Conference. A Grove student was selected Southern California Regional FFA representative.
- Students renovated and reopened the Grove Farm Store
- Grove Interact Club was established to provide service and support for Rotary International’s community endeavors
- The Redlands community remodeled farm and Heritage Park with a city-wide “Helping Hands Day” Students and community rebuilt greenhouse
- Students, grades 7-9, hosted Desert Montessori students from Phoenix, AZ and students from San Bernardino, Norco and Lucerne Valley
- 8th grade girls have participated in AAUW conferences
- Law Day Provided students with a chance to hear the Public Defender’s Office and their guests introduce the art of debate and spark an interest in the field of law and justice.
- Two student art shows, one was juried by RAA members, awards provided by MCAEEF
- The STAR ARTS parent group assisted in starting a ceramics program
- Students published a full color 128 page yearbook resulting in 2nd Place in National Balfour Contest
- Creative Writing and Journalism Class established an annual journal of student produced work called “Creatin’ Ravens”
- In addition to hosting several exchange students, Grove sent two students to Spain and Germany

### **C. Charter Renewal Criteria**

#### Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that The Grove School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix A):

- The Grove School has exceeded its API growth target in the prior year (2012-2013), both school wide and for all groups of pupils served by the charter school.
- The Grove School has achieved a statewide API rank of 9 for the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, The Grove School had the following API scores:

2009-2013 API Scores				
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)
2008-2009	7	8	779	5A(54)
2009-2010	8	7	826	5 (+49)
2010-2011	9	4	839	A (+11)
2011-2012	9	2	847	A (+6)
2012-2013	9	1	870	A (+23)

"A" means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed September 20, 2013.)

The Grove School has one significant student subgroup, White, which had the following API scores in 2012-2013:

2012-2013 API Growth Scores: Significant Student Subgroup				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	886	A (24)	Yes

"A" means the school or student groups scored at or above the statewide performance target of 800 in 2012. (Source: CDE DataQuest, accessed September 20, 2013.)

The Grove School's API growth scores have far exceeded the statewide performance target of 800 in the prior charter term (in 2013 the growth score was 870). Therefore, The Grove School has scored high enough that the school has not been assigned a growth target for the past three years and is noted to have met its target for each year. Moreover, for the past three years The Grove School has had a similar schools rank of 9. Therefore, The Grove School has met and exceeded the charter renewal standards of Education Code Section 47607(b).

The Grove School's outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a) (3), which states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." *EC § 47607(a) (3) (B)*) as the most important factor in determining whether to grant a charter renewal."<sup>1</sup>

<sup>1</sup> See Education Code Section 47607(a)(3), Senate Bill No. 1290 (Alquist), Approved by the Governor September 26, 2012 and effective January 1, 2013.

The Grove School has one significant student subgroup – White – which has achieved an 886 API growth score in 2013. By far exceeding its growth targets in all significant student subgroups, The Grove School should be granted a five-year charter renewal term pursuant to Education Code Section 47607.

The Grove School will follow the San Bernardino County Superintendent of School's guidance as to the timeframe(s) for reporting, planning, and/or documenting any new student subgroups required under law.

## II. EDUCATIONAL PHILOSOPHY AND PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

*A description of the manner in which the charter school will inform parents about the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

As required under California Education Code Section 47605(b), set forth below are the students whom The Grove School seeks to educate; the Charter School’s view of what it means to be an “educated person” in the 21st century; and how learning best occurs, by which its students will become self-motivated, competent, and lifelong learners, will be carried out at the Charter School.

### **A. Students Whom the Charter School Seeks to Educate**

In accordance with the requirements of the Charter Schools Act of 1992, The Grove School shall adopt an open enrollment policy. However, the Charter School will also be particularly interested in attracting students who potentially hold the following abilities, capabilities and interests:

1. The motivation to be educated within a Montessori model;
2. The ability and capability to work independently; and
3. The ability and capability to be self-motivated learners.

The Grove School currently serves approximately 200 students in grades 7 through 12. In the future, the school will enroll students to a capacity to be determined annually by the Grove’s governing board (please see Enrollment and Outreach Plan in Appendix B). The Grove Farm

program consists of grades 7 through 9, while the High School consists of grades 10 through 12. The Grove School’s student demographic profile is demonstrated in the following table.

<b>THE GROVE SCHOOL STUDENT DEMOGRAPHICS 2012-2013*</b>	
<b>Ethnicity</b>	<b>Percentage (#)</b>
African American	3.6% (7)
American Indian/Alaskan Native	3.1% (6)
Asian	5.6% (11)
Filipino	2.1% (4)
Latino or Hispanic	21% (41)
Pacific Islander	0
White	60% (116)
Two or More Races	5.1% (10)
<b>Sub-Group</b>	
Free or Reduced Lunch Participants**	13% (25)
Students with Disabilities**	7% (14)
English Learners <i>Spanish: 1</i> <i>Korean: 1</i> <i>Thai: 1</i>	1.5% (3)
<b>Total Student Enrollment</b>	<b>195</b>

\* Source: CDE DataQuest, 2012-13 California Longitudinal Pupil Achievement Data System (CALPADS), accessed July 16, 2013.

\*\* Source: CDE DataQuest, October 2011 CALPADS data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document, accessed July 16, 2013.

The Grove School’s projected enrollment for the next charter term (2014-2018) is demonstrated in the following table:

<b>THE GROVE SCHOOL 2014-2018 ENROLLMENT PROJECTIONS</b>						
	<b>Fiscal Year 13-14</b>	<b>Fiscal Year 14-15</b>	<b>Fiscal Year 15-16</b>	<b>Fiscal Year 16-17</b>	<b>Fiscal Year 17-18</b>	<b>Fiscal Year 18-19</b>
12 <sup>th</sup>	38	27	31	31	31	33
11 <sup>th</sup>	28	33	32	32	34	35
10 <sup>th</sup>	32	35	34	36	36	36
9 <sup>th</sup>	34	35	37	38	37	37
8 <sup>th</sup>	33	37	39	39	39	39
7 <sup>th</sup>	35	40	40	40	40	40
<b>Total Enroll:</b>	<b>200</b>	<b>207</b>	<b>213</b>	<b>216</b>	<b>217</b>	<b>220</b>

## **B. Model of the ‘Educated Person’ in the 21<sup>st</sup> Century**

The Grove School believes that an educated person in the 21<sup>st</sup> century is a well-balanced individual. This man or woman is both scholar and athlete, citizen and community member and possesses the motivation, confidence and ability to set and achieve goals.

As a scholar, each individual should be proficient in social studies, mathematics, science, languages and the arts. Because educated individuals are members not only of a local community but a global society, they should be proficient in at least one other language in addition to English.

As an athlete, each individual should be able to pursue appropriate physical challenges and hold knowledge of the fundamentals of safety and good health.

As a citizen, he or she must understand the framework of our constitutional democracy and the rights and responsibilities of each citizen in the democratic process, as well as important political issues. The intent is to have students who are aware of important political issues.

As a community member, an educated person is able to collaborate with others, cooperate on projects, and knows how to provide meaningful service to others.

Finally, as a member of an increasingly technical and information-based world, she or he is a competent user of technology.

The Grove School seeks to assist all of its students to become well educated according to these criteria by providing developmentally appropriate activities and challenges for each student to experience and master. In accordance with Montessori theory, we will endeavor to provide learning environments where students may freely choose to engage in activities appropriate to their intrinsic motivation to learn. These experiences will encourage and promote the gaining of skills and competencies, confidence and knowledge, that will enable students to master the outcomes listed above.

## **C. Development of Self-Motivated, Competent, and Lifelong Learners**

The Grove School is committed to the objective of enabling its students to become self-motivated, competent, and lifelong learners. The Charter School’s educational program is designed to promote individual initiative, critical thinking, and community awareness in its students.

Specific tools to bring about this self-motivated learning development include:

- Individualized tutoring and learning in small group settings
- Student-initiated off-campus learning opportunities

- Community service and internship project requirements
- Biannual portfolio review
- Senior project requiring demonstration of skills and knowledge

The Grove School also recognizes that access to and use of technology is essential to preparing students for post-secondary education as well as for productive positions in the business and professional world. The Charter School has therefore adopted and is implementing a comprehensive technology plan that includes the following elements:

- Plan for the acquisition of appropriate software, hardware and Internet capability
- Plan for the implementation of computers in the Charter School’s educational programs
- Plan for student competencies in computer literacy
- Plan for the use of computer technology in core instructional activities
- Appropriate safeguards for the use of and access to information data bases

#### **D. How Learning Best Occurs**

The Grove School seeks to educate adolescent students using the Montessori Model as developed by Maria Montessori during the first half of the twentieth century. This model recognizes the needs of secondary age students to engage in what Montessori called, “a rigorous course of academic study” combined with meaningful, hands-on experiences and, for the younger students, daily work outdoors. Montessori believed that a combination of intellectual and hands-on activities was the best curriculum for the dynamic stages of adolescent development.

Specific tools to bring about this self-motivated learning development include:

- Relevant and meaningful curriculum aligned to California state standards<sup>2</sup>
- Individualized tutoring and learning in small group settings
- Student-initiated off-campus learning opportunities
- Community service and internship project requirements

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<sup>2</sup> The Grove School recognizes that full implementation of the Common Core State Standards must be accomplished by the 2014-15 school year. The Grove School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.

- Biannual portfolio review (for all students)
- Projects requiring demonstration of skills and knowledge
- Age appropriate language and citizenship requirements

The Grove School will provide students with the opportunity to develop and maintain their individual potential by allowing them to explore a wide range of interests. Students will do so within a small school environment with access to the resources of the greater community. The Charter School provides a stable and committed learning environment with long-term, individualized attention for each student. The faculty is held accountable for assuring that The Grove School students achieve the high academic and community standards set for them.

The Grove School also recognizes that access to and use of technology is essential to preparing students for post-secondary education as well as for productive positions in the business and professional world.

Following the Montessori educational model, students may pursue a combination of traditional and non-traditional high school curricula within a small school environment, provided, they meet the core subject requirements listed below. Students will also combine their academic pursuits with meaningful experiences through internships with professionals in the community, local businesses, research organizations, and academic communities.

Each student will work under the guidance of an assigned teacher (the student's mentor) to design a course of study that contains both material of personal interest and core course work. Students will also be members of small learning groups on the Charter School campus. Working with their mentor, students will be responsible for recruiting guest teachers and specialists and also for arranging additional, off-site learning. Mentors will help students set goals, meet state and post-secondary requirements, and make reasonable progress toward graduation. Core subjects will be offered on campus by credentialed faculty (teachers). Students will also have opportunities to study off-site with field specialists or on alternate campuses (such as local colleges and universities for the high school students or internships and service opportunities for junior high school students).

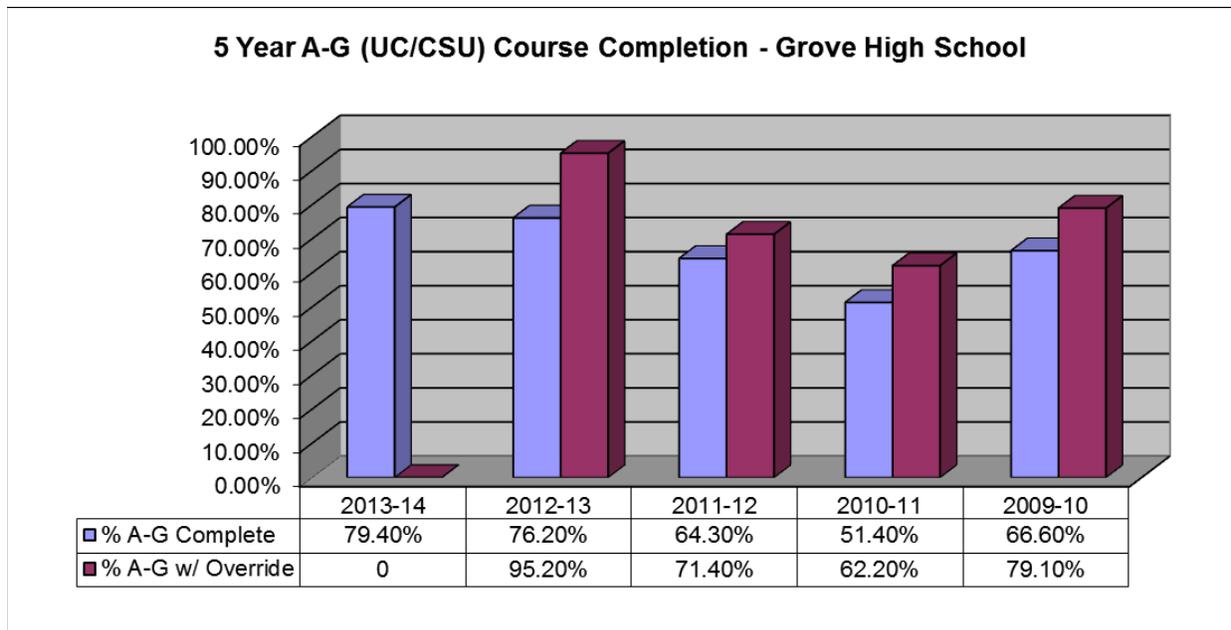
Students will also participate in the Montessori tradition of community service with a mandatory service-learning project at each level. This project will be designed by the students individually or as a group depending on interest and need. Working with the guidance of their mentors, students will design community-based experiences on the farm or in the local community that will help them meet their individual competency goals. These experiences will be assessed as part of each student's biannual competency review.

A senior project will serve to synthesize and focus the student's secondary experience while providing a venue for the demonstration of skills and knowledge. This project will be reviewed by a panel consisting of the student's mentor, other educators, and community members.

**E. Transferability of Courses to Other Public School and Eligibility of Courses to Meet A-G Requirements**

The Grove School is accredited by the Western Association of Schools and Colleges (“WASC”). All of the Grove’s academic high school courses are UC/CSU approved as meeting the “a-g” requirements for admission, thus ensuring their transferability per Ed Code Section 47605(b)(5)(A)(III). The Grove School resubmits course changes and additions annually for UC/CSU approval and also notifies UC/CSU of the courses being offered in a given academic year. The Grove School is also an AP School with an approved Advance Placement (AP) course list. At their initial orientation meeting, both junior and senior high school students will receive information about the transferability of coursework to other institutions and the eligibility of courses to meet A-G requirements. The Grove School passed its interim WASC visit in 2009 and will renew WASC accreditation as in 2014. The school continues to update its approved A-G and AP course lists annually. The secondary course requirements are designed to encourage all graduates of The Grove School to meet or exceed University of California Course Requirements for admissions. Student transcripts are available upon request with reasonable notice or at the time that the student exits The Grove School.

Following is a chart demonstrating The Grove School’s five-year A-G course completion rates:



## **F. Student Services: Diplomas**

As an entity separate and apart from the District, the Charter School shall issue all diplomas, transcripts, and other documents in its own name. The Charter School shall have no authority to issue diplomas, transcripts, and other documents in the District's name or on its behalf.

## **G. Curriculum and Instruction**

### **1. Core Subjects**

Students at all levels will be expected to gain proficiency in the following core subjects:

- Mathematics: Students must demonstrate the ability to reason logically and to understand arithmetic, algebraic and geometric concepts and other practical and theoretical mathematical concepts.
- Social Studies: Students explore the history of humanity in relation to life's purpose. Students must demonstrate an understanding of historical, economic and geographic concepts and possess a basic knowledge of the world's diverse cultures, and must have a working knowledge of civics, government and American history.
- Languages: Students must demonstrate strong communication skills including reading, writing and listening skills. Students must understand and appreciate literature from various periods and cultures. Students will gain proficiency in at least one language in addition to English.
- Science: Students will utilize research and inquiry methods in order to demonstrate and understand major concepts underlying biology, environmental science, chemistry, physics and earth science, in addition to their own areas of interest.
- Arts: Students will cultivate an appreciation for and/or skill in one or more forms of artistic self-expression (e.g., music, literary/visual/studio arts, drama, dance, etc.).

These core subject areas will be further subdivided into a list of specific skills in each of the above areas at different skill levels and depending on individual course of study. These specific skill-level standards will include the California State content and performance standards. Students will take all mandated California Standards Tests in addition to other assessments. Students graduating from the high school are expected to meet or exceed the entrance requirements for college or university including the "A-G requirements" of the University of California. In addition to attaining specific content areas and skill-level standards, students will also demonstrate overall progress toward graduation readiness through a series of portfolio and competency reviews at both the junior and senior high school levels.

In order to best serve our students and community, The Grove School will continue to examine and refine its list of core subjects over time to reflect the Charter School's mission and any changes in state or local standards that affect this mission. In addition, students will be required to satisfactorily complete other such core courses that the Charter School Governing Board deems appropriate. Staff and/or the Charter School Governing Board will periodically review college entrance requirements and state standards to determine which changes shall be introduced to the core curriculum.

Students will meet or exceed state expectations for scores on standardized tests.

## **2. Life-Long Learning Skills**

Students at the Junior and Senior High levels will be required to develop life-long learning skills that will enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits.
- Ability to plan, to initiate, and to complete age appropriate projects.
- Ability to reflect on and evaluate one's own and others' learning.

## **3. Citizenship/ Service Skills**

Students will be required to develop the community/citizenship skills as detailed below.

### **a. Citizenship**

- **Junior High School Level:** Students at the Farm Campus will be encouraged to see themselves as members of a self-directed learning community based on a working farm. They will take part in the democratic, representative government that will make decisions regarding the farm and its outcomes. Students must show that they possess a thorough understanding of the democratic process at all levels.
- **High School:** Students in the High School will be expected to understand the United States Constitution and the institutions that make up our democratic system on a local and national level. They will graduate from the high school as citizens prepared and ready to participate in the political process at the local, state and national level.
- **Community Service/Internship Program:** Students will be required to complete service to the community prior to graduation from both junior and senior high school programs. This commitment to service will provide the basis for them to

take leadership roles, collaborate, cooperate and provide service to their community and others.

#### **b. Community Service**

- **Junior High School:** Students at the Junior High School will be expected to provide a meaningful service to their own community utilizing their unique talents and potentials. This commitment will be agreed upon and contracted at the beginning of each school semester.
- **High School:** Students at the High School will complete 30 hours of community service in situations that augment and enhance their academic goals. Students at the High School level will offer volunteer service to organizations and non-profit agencies offering assistance to the community at large.

#### **c. Internship**

- **Junior High School:** Students at the Junior High School will engage in various off campus group activities that provide meaningful experiences in the world of work. These will be arranged by the students, based on the curriculum and student interest, with the help of the teacher.
- **High School:** Students at the High School will complete 40 hours of internship at job sites throughout the community. Internships will reflect the students' interests and talents and will be arranged by the students (with the assistance of their mentor). These unpaid or paid opportunities to observe, job-shadow and interact in the world of work will enable students to see the relevance of educational skills and help them make informed decisions about higher education and vocational goals. The Senior Project will be the culmination of one or more of these experiences. The senior project content is agreed upon between the student and the mentor. Many seniors are engaged in a variety of experiences outside of the Charter School including and in addition to the formal internship (Eagle Scout projects are a good example).

#### **d. Physical Fitness**

In compliance with the State Board of Education's Physical Fitness Testing requirements, The Grove School tests all students in the 7<sup>th</sup> and 9<sup>th</sup> grades and adheres to the state standards of the Healthy Fitness Zone (HFZ). The Grove School administers the following tests on an annual basis:

- 1 mile run
- Curl-up

- Push up
- Trunk lift
- Shoulder stretch
- Body mass index (BMI)

Our standards are updated annually to comply with state requirements as outlined in the Department of Education website at [www.cde.ca.gov](http://www.cde.ca.gov).

If intervention is required, a meeting is scheduled between parents, mentor teacher, physical education teacher, and the Head of School, and a plan is put into place to support the student’s fitness goals.

**e. Instructional Calendar**

Included in Appendix C, please find The Grove School’s annual calendar, daily class schedules, and a calendar of instructional minutes.

<b>The Grove School – Junior High School Curriculum</b>					
<b>Year 1</b>	<b>Humanities Core</b> Orientation: Pedagogy of Place Early Agriculture: Mesopotamia Nationhood: Greece and Rome Social Transitions: Middle Ages Modern Ideas: Enlightenment	<b>English</b> Journaling Writing Techniques The Essay Note taking Sources Bibliography	<b>Math</b> Number Sets Algebra & Functions Measurement Geometry Probability Statistics Number Patterns Logic	<b>Earth Science</b> Astronomy Geology Natural Resources Oceanography Meteorology Introduction to Agriculture  Science Occupations	<b>Foreign Language/ Visual Arts</b>  <b>Intro to Art</b>  Intro to Spanish

**The Grove School – Junior High School Curriculum**

<p><b>Year 2</b></p>	<p><b>Humanities Core</b>  Orientation: City Study Early Agriculture: N. America Nationhood: Inca/Aztec/Maya Social Transitions: Renaissance Modern Ideas: Scientific Revolution</p>	<p><b>English</b>  Journaling Writing Techniques The Essay Poetry Biography Autobiography Oral History Writing Dialogue Short Story</p>	<p><b>Math</b>  Number Sets Algebra &amp; Functions Measurement Geometry Probability Statistics Applications through Graphing Lines  Or Algebra I</p>	<p><b>Physical Science</b>  Matter Reactions/Interactions Energy Sources Energy Transformations Heat Energy Electricity Magnetism Light Sound Introductory Chemistry  Science Occupations (CTE)</p>	<p><b>Foreign Language/ Visual Arts</b>  <b>Intro to Art</b>  Beginning Spanish</p>
<p><b>Year 3</b></p>	<p><b>Humanities Core</b>  Orientation: Law &amp; Constitution Early Agriculture: Kush, Egypt, or Indus Valley Nationhood: Alexandria, Byzantium, or China Social Transitions: Romanticism Modern Ideas: Industrial Revolution  Or AP World History</p>	<p><b>English</b>  Journaling Writing Techniques The Essay Report Writing Expository Writing Observation News Story Editorial Letters</p>	<p><b>Math</b>  Algebra I Expressions Equations Quadratics Applicational Theory Intro to Trigonometry Or Geometry</p>	<p><b>Science</b>  Living Things Cells Genetics Evolution Ecosystems Anatomy Animal Husbandry Agricultural Science  Or Environmental Science  Science Occupations (CTE)</p>	<p><b>Foreign Language/ Visual Arts</b>  <b>Intro to Art</b>  Intro to Art or CP Art  Intro to Spanish or Spanish I</p>

**The Grove School – High School Curriculum**

<p><b>English</b>  <i>4 Years (college prep)</i>                  Including                  Ninth grade year from Jr. High</p>	<p>English –9 (Literature Survey and Writing Skills)                  Junior High School                  English – 10 (World Literature)                  English – 11 (American Literature)                  EAP English                  AP English/ Language and Composition                  AP English /Lit                  Advanced Humanities</p>
<p><b>Math</b>  <i>4 Years (college prep)</i>                  Including                  Ninth grade year from Jr. High</p>	<p>(Algebra Offered to 9th when appropriate) Pre-Calculus                  Senior Math                  AP Calculus AB                  Geometry                  AP Calculus AB                  or BC                  Integrated Math                  Algebra II/Trigonometry                  Statistics</p>
<p><b>Science</b>  <i>3 Years (college prep)</i></p>	<p>Technology*                      Biology                  Agricultural Science              Chemistry                  AP Environmental Science      Physics                  AP Chemistry (rotational)      AP Physics</p>
<p><b>Social Studies</b>  <i>3 Years (college prep)</i></p>	<p>World Geography                  American History                  AP World History                  Government and Economics                  AP U.S. History                  AP Psychology (on-line)</p>
<p><b>Language                  (Other Than English)</b>  <i>3 Years (college prep)</i></p>	<p>Spanish I,II, III              AP Spanish</p>

The Grove School – High School Curriculum	
<p><b><i>Fine Arts</i></b>  <i>1 year (college prep)</i></p>	<p>College Prep Art  Studio Art  Drama*  3-D Design  AP Art</p>
<p><b><i>Health</i></b>  <i>1 Semester</i></p>	<p>Health</p>
<p><b><i>PE</i></b>  <i>2 Years</i></p>	<p>PE  Yoga  Athletic PE  Off Campus PE  Physical Self Expression</p>
<p><b><i>Internship/Service</i></b>  <i>3- 4 Years</i>  (15-20 Non Academic credits for graduation)</p>	<p>Preparation, Exploration and In-service +  40 hours internship +  30 hours community service +  Service review  = 5 credits per year</p>
<p><b><i>Electives</i></b></p>	<p>Journalism*  Leadership*  Independent Study*  Woodshop  Welding  Culinary Arts  Leadership</p>
<p><b><i>SENIOR PROJECT</i></b></p>	<p>This culminating project reflects a student’s interests, abilities and potential and includes writing, and product or service components. <b>REQUIRED FOR GRADUATION.</b></p>

*Requirements can be altered for students with IEP or 504 plans in place.*

#### 4. Montessori and the Common Core Curriculum

Montessori pedagogy supports a developmental approach to learning and includes many elements that naturally lend themselves to National and Common Core Standards Alignment. These include:

- Multi-age groupings that foster peer teaching and learning
- Long, uninterrupted blocks of work time
- Choice of activity
- Hands on Materials

At the center of Montessori theory are beliefs that support Common Core concepts. These include:

- Each student is valued as a unique individual
- Students are recognized as having individual learning styles, and activities are designed with these in mind
- Students are free to learn at their own pace, guided by a teacher
- Order, coordination, concentration and freedom are valued in Montessori classrooms
- Daily routines and choice support the student's emerging "self-regulation" without rewards, praise or punishment
- There is a deeply held belief in the ability of the student to "educate one's self" through trial and error and discovery

In Montessori curriculum, the natural developmental proclivity of the adolescent toward socialization is valued with a strong emphasis on community.

- There is a three year age span in many activities and classes which creates a natural vertical spiral in the curriculum
- Material is taught and re-presented at different levels and accessible at the student's own level of understanding
- Mentoring between students is valued and modeled which naturally builds confidence.
- The dignity and respect for the students translates to a non-competitive learning environment where each person's success is important to the whole and conflicts can be resolved thoughtfully

Montessori students enjoy freedom within limits, which builds intrinsic motivation and self-control.

- Teachers strive to reinforce student's internal satisfaction with their work
- Montessori teachers use Socratic methods that reinforce a student's natural curiosity and desire to learn for the sake of learning
- Students are supported to become active seekers of knowledge and to pursue their own answers to their own questions
- Students are active participants in deciding what knowledge to seek and how they will seek it

- Students have access to research tools to broaden the possibilities for self-learning
- Self-correction and self-assessment are integral to the program
- Students learn to look critically at their own work and to recognize, correct and learn from their errors
- Students become comfortable giving and accepting constructive feedback and see collaboration as a positive way to solve academic and social problems

Please see Appendix D for draft Montessori-CCSS alignment samples (scope and sequence) for English language arts and mathematics (pre-algebra).

## **5. College and Career Readiness**

The Montessori approach requires students to demonstrate independence through choice, open exploration and self and peer-correction.

- Students build strong content knowledge across a wide range of subject matter in academic and applied subjects including sciences, arts, communication, practical life activities, mathematics and language
- Students use technology as a tool for learning and are able to self-regulate, explore and self-teach new applications as they arrive
- Students are open, respectful and accepting of diversity in all of its forms, having worked in constantly changing small groups with mixed ages and abilities
- Through presentation based demonstrations of knowledge, students learn to respond to varying demands of audience, task, purpose and discipline
- Group problem solving with multi-age and multi-ability groups reinforces adaptive communication skills
- Critical thinking tasks promote the value of evidence and foster curiosity
- Strategic use of technology and digital media encourage self-initiated research strategies
- Use of primary sources as well as trips outside the classroom help promote understanding and appreciation of diverse cultural perspectives

## **H. Plan for Serving English Learners**

### **Overview**

The Grove School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

## **CELDT Testing**

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>3</sup> and at least annually thereafter between July 1 and October 31<sup>st</sup> until re-designated as fluent English proficient. CELDT assessment and administration is paid for from The Grove School's counseling budget. The Grove School has an employee designated as its CELDT assessment provider and coordinator.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

## **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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<sup>3</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

## **Strategies for English Learner Instruction and Intervention**

The Grove School is committed to using a comprehensive curriculum model for English Language Learners that is research based, compatible with California Common Core Standards and that complements and supports Montessori methods using observation, hands-on experiences, student driven discovery and formative assessment. This model draws on the material provided by SIOP (Sheltered Instruction Observation Protocol) as well as University of Nebraska “Cultural Links” and the Affective Filter work done by Stephen Kristen at the University of Southern California. The model will continue to evolve and take advantage of cutting edge research and best practices in implementation of California Common Core Standards and English Language Learners.

### **Preparation:**

- Clearly defined content objectives for students
- Clearly defined language objectives for students
- Content concepts appropriate for age and educational background
- Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals)
- Adaptation of content (e.g., text, assignment) to all levels of student proficiency
- Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking

### **The Building Background Knowledge:**

- Concepts explicitly linked to students' background experiences
- Links explicitly made between past learning and new concepts
- Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

### **The Comprehensible Input component of the SIOP Model has the following elements:**

- Speech appropriate for students' proficiency level (e.g., slower rate, careful enunciation, and simple sentence structure for beginners)
- Clear explanation of academic tasks
- A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

### **Strategies:**

- Ample opportunities for students to use strategies
- Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding
- A variety of question types used, including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytic, and interpretive questions)

### **Interaction:**

- Frequent opportunities for interactions and/or discussion between teacher/student and among students that encourage elaborated responses about lesson concepts
- Grouping configurations support language and content objectives of the lesson
- Sufficient wait time for student response
- Ample opportunities for students to clarify key concepts

**Practice and Application:**

- Hands-on materials and/or manipulatives for students to practice using new content knowledge
- Activities for student to apply content and language knowledge in the classroom
- Activities that integrate all language skills (reading, writing, listening, and speaking)

**Lesson Delivery:**

- Content objectives clearly supported by lesson delivery
- Language objectives clearly supported by lesson delivery
- Students engaged approximately 90-100% of the period
- Pacing of the lesson appropriate to the students’ ability level

**Review and Assessment:**

- Comprehensive review of key vocabulary
- Comprehensive review of key content concepts
- Regular feedback to students on their output
- Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson

**I. Serving Students with Disabilities**

**Overview**

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b), unless and until it makes verifiable written assurances that it will participate as a local educational agency (“LEA”) in a state approved Special Education Local Plan Area (SELPA).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School's Section 504 compliance coordinator is the Principal/Head of School.

The Grove School provides experiential instruction for its special education students on an individualized basis through full inclusion, collaborative and SAI models with additional support where appropriate.

Measurable outcomes will be tied to the CCSS through implementation of standards-based formative and summative assessments and outcomes. These will be included when appropriate in Grove student's IEPs in benchmarks and goals. Also see "Charter School Annual Goals and Actions to Achieve State Priorities."

The Grove School will contract for medical support for the Grove's special needs students who require medical support, including:

- Credentialed nursing services
- Annual screening for scoliosis, hearing and vision
- Para-professional assistance when necessary

### ***Section 504 of the Rehabilitation Act***

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **Services for Students under the "IDEIA"**

The Charter School and the District work together to provide special education and related services for the Charter School's students in accordance with state and federal law, and with the specific delineation of duties as described in the Memorandum of Understanding that has been mutually agreed upon by the Charter School and the District.

Included in Appendix E, please find the Memorandum of Understanding between The Grove School and RUSD regarding Special Education Services (July 14, 2011-August 16, 2014).

**J. Plan for Low-Achieving Students**

<b>THE GROVE SCHOOL – STUDENT SUBGROUP PERFORMANCE</b>				
<b>Student Subgroups</b>	<b># Pupils</b>	<b>2013 API Growth</b>	<b>2012 API Base</b>	<b>Growth</b>
Black or African American	5	--	--	--
American Indian or Alaska Native	5	--	--	--
Asian	7	--	--	--
Filipino	3	--	--	--
Hispanic or Latino	32	812	798	--
Native Hawaiian or Pacific Islander	0	--	--	--
White	91	886	862	24
Two or More Races	10	--	--	--
<b>Other Subgroups</b>				
Socioeconomically Disadvantaged	32	830	820	--
English Learners	4	--	--	--
Students with Disabilities	13	702	672	--
<b>Total</b>				
All Students Included in Growth API	153	870	847	23

The Grove School’s student subgroups are all testing at above 800 as of 2013 (with the exception of students with special needs, who are testing at 702). However, Grove’s plan for students who are struggling includes many components.

## **Grove Intervention and Student Support Team Program**

Interventions are provided at The Grove School for students who are experiencing difficulties. Many issues can be addressed, including attendance, truancy, poor classroom performance, low motivation, substance abuse, family problems, and mental health. Resource providers gather written information, interview students, parents/guardians, coaches, evaluate and assess problems, provide diagnostic services and suggest alternatives for improvement to the student and parents. Students may also seek help through a teacher, staff member, counselor, administrator, or mentor/tutor.

All students at The Grove School receive progress reports at regular intervals (in addition to quarterly and semester reports). These reports are also distributed to the student's mentors. In cases where a student is underperforming, including:

- performing below his or her ability as perceived by the mentor
- exhibiting failure to thrive behaviors (low attendance, disruptive behavior or lack of participation or preparation for class)
- failing to pass a core or pre-college class with a C- or above

In these cases, an intervention will be scheduled. These interventions are progressive and generally proceed according to the following format:

- 1) Mentor meets with student to discuss and counsel regarding performance
  - a. Mentor strategizes with student
  - b. Mentor intervenes with student and other teachers to provide new strategies for success (accommodations, study skills, organizational options, etc.)
  - c. Mentor informs parent of strategies and interventions
  - d. Mentor reviews progress and decides if they have been successful (if not, mentor moves to step two)
- 2) Mentor, Parent, Teachers or Student meet to find alternative solutions
  - a. Mentor strategizes with student, administrators, other teachers and parents to provide solutions and strategies (peer tutoring, after school tutorials, behavioral strategies, natural and logical consequences, technological interventions, etc.)
  - b. Outside agencies, experts and consultants (i.e. counselor) may be contacted to help with intervention.  
(All Instructional Support Team ("IST") meetings include follow ups to evaluate strategy success.)
- 3) If repeated interventions prove unsuccessful, parents, teachers or students may suggest further evaluation, testing or placement options. This may include:
  - a. Psycho-educational testing
  - b. Medical evaluation
  - c. Individual or family counseling

- d. Modifications to curriculum
- e. Exploration of alternative placements

### **Student Support and Intervention Programs at The Grove School**

**Mentoring** – Each Grove student is assigned a mentor teacher who monitors their academic progress weekly. The mentor is the person who often first identifies when a student is struggling. The following components of the Grove’s mentor program are also described in the Grove’s Mentor Handbook:

A Grove mentor is a student’s “go to” person. In the absence of a homeroom teacher the mentor is especially acquainted with his or her mentorees. The relationship between the mentor and his or her student is one of advisor, experienced supporter and guide. Mentors help students by encouraging behaviors and habits of mind that work for them and letting them know when they are wrong. Mentors help their students set appropriate goals and then coach them to achieve these goals.

#### **Attendance and Mentors**

Mentors take roll daily and record and report absences on roll sheets to the main office by 8:15. Students and parents must clear all absences by a phone call or personal contact with an administrator. Whenever possible, this contact should occur on the day of the absence or the day immediately following the absence. A written note from a parent or guardian must accompany the student back to school. Absences of more than ten days, or chronic truancy will be referred to the SART board and local truancy authority. It is a student’s responsibility to arrange for make-up work following any type of absence. Teachers require at least 24 hours to prepare make-up work following a request by the student or parent.

#### **Counseling Services and Mentors**

All students are encouraged to use their mentor/tutor for discussing or resolving academic, career, and personal issues. Appointments to see a counselor are made by students to accommodate their schedule and are available to every student. The School Counselor, mentors, teachers or The Grove School administrator can assist students in educational planning, social/personal development, and career planning.

#### **Mentor Tasks**

- Check your mentoree’s transcripts and cum files
- Know your mentoree’s birthdays and acknowledge them
- Know about his or her family and any life details the student feels comfortable sharing
- Share any professional/educational/ or details about your discipline with your students that you feel comfortable sharing
- Interact with his or her other teachers as an advocate, intercessor and/or collaborator
- Be eager and enthusiastic when it comes to informing parents about your students’ progress (or lack of)

## **Orientation Week – Get to know your mentors**

### **Goal Setting discussion**

- Transcript Check
- Level focus for upcoming assessments
  - Sophomores (Upcoming PSAT given on the second Wednesday of October for Sophomores and Juniors)
  - Attendance at College recruiting sessions on and off campus
  - Juniors (Registering all Juniors for SAT/ACT - Grove is now a test site)
    - Upcoming scholarship workshop with Counselor (evening meeting)
    - EAP (Explain to students and parents the importance of this portion of STAR testing)
  - Seniors – Favorite Five (top five colleges you want to attend)
    - Letter of recommendation
- Pre-reflective “Essays”: Setting goals for the year in each of the 5 ESLRs
  - Academic Goals
  - Athletic Goals
  - Community/Social goals
  - Civic Goals
  - Technological Goals
- Mentors can ask students to
  - Write an essay
  - Write a set of bullet points
  - Do a presentation
  - Or have a discussion

**Set short and long-term goals** – Get them in writing for portfolio presentations! Short-term goal examples:

- Do better in math by handing in ALL homework and taking careful notes (be ready to check on this)
- Lose 10 pounds, get fit, eat nutritionally
- Take part in a club or athletic team
- Get elected as ASB/ mentor Group Rep or Club leader
- Learn to use EASY BIB, Google Chrome Software or Naviance

Sharing - Ask students to set a personal goal for each category and relate it to you and, if comfortable, the group

**Academic Content Support** - Students who are struggling academically are identified by teachers and mentors and brought to roundtable discussion (which is a weekly “student issues” agenda item for teachers at level meetings). Teachers, including the student’s mentor, brainstorm ideas and strategies and discuss possible interventions. Sometimes this meeting leads to an

Individual Study Team meeting where parents, student and teachers are in attendance to create a plan for interventions and their implementation.

**Montessori Curriculum Support** - Grove provides for students who are struggling with Montessori curriculum in a number of ways including:

- Provide parents with multiple opportunities to participate in Montessori Parent education including events on weekends and evenings
- Increased parent communication including daily written communication and/or online progress notes from teachers
- Increased scaffolding and supervision which diminishes as students demonstrate independence (i.e. preferential seating)
- Clearly defined physical and behavioral boundaries – verbally and in writing
- Written behavior contracts
- Peer intervention, shadowing and mentoring
- Increased family involvement including parent participation in field trips, classroom activities, etc.

**Technology** – Students at Grove have access to school laptops throughout the day (they are “checked out” and returned at the end of the day). Struggling students have access to take home laptops on an as-needed basis. The school provides site based internet for all students and teachers.

**An Online Reporting System** – accessible by students and parents, (Jupiter Grades) was implemented two years ago in anticipation of changes in the system. Jupiter Grades provides students and parents with snapshots of student progress as well as detailed assignment information, uploaded reading assignments and access to online links (i.e. Kahn Academy) to supplement instruction.

Every two weeks an online student progress report with updated progress in all subjects and personalized teacher comments is sent to parents and students, as well as reminders about due dates, upcoming presentations of knowledge and project deadlines. Mentors have access to their students’ records for all classes.

All Grove students (and their teachers) have a Grove Google e-mail account and access to Google docs. Teachers and students use this tool to communicate, send drafts of work and provide ongoing feedback for work in progress.

OARS – Teachers and administrators have access to OARS Data (“Online Assessment Reporting System”). Grove uses OARS to track and record standardized test data as well as authentic assessment data (i.e. rubric scores from student presentations). This helps teachers and mentors get a holistic perspective of student’s academic progress and design projects and formative assessments that meet the needs of individual and small groups of students.

**After School Tutoring/Work Sessions** – Teachers offer after school tutoring from 3:00-4:00 pm in all subjects four afternoons per week. Students may attend all sessions or choose an

appropriate day to attend. Credentialed teachers in Math, English, Science and Social Studies run the sessions on alternating days.

**Individual Student Study Team Meeting** – At this meeting, the student, parent(s), mentor and teachers develop a plan for intervention. Interventions might include schedule changes, seating assignment changes, Montessori curriculum modifications, accommodations for testing, alternative readings, supplemental reading, tutoring, peer tutoring, technology (online texts, audio books, large print screens, etc.), homework contracts, take home texts (to be kept at home),...

**Academic Probation** – Students at The Grove School have the right to pursue an education within a community of self-directed, independent learners. To create such an environment, The Grove School will annually review each student’s ability to work within and foster the presence of this learning community. A student who fails to complete attendance or academic requirements of The Grove School may be placed on academic probation. A mandatory meeting of the student, the student’s tutor, other teachers, parents and administrative staff will then take place to develop an individualized, structured plan (“probation plan”) to help the student become more successful. The probation plan will include clear written and verbal guidelines showing how the student can improve academic performance and remove himself or herself from academic probation.

A student on academic probation will be subject to at least two additional mandatory meetings with the student’s parents and school administration to review the student’s progress or lack thereof on his or her probation plan. One of these mandatory meetings is held usually within 3-5 weeks after the student receives his/her probation plan, to determine if the modifications are working and adjust the probation plan if necessary. The second mandatory meeting is held at the end of the school year to discuss options for remediation, retention, or other educational programs that align with the academic needs of the student.

These may include: on-line classes for grade recover, credit recovery from a variety of sources, including *Edgenuity*, *BYU Online* and *National University High School*. In some cases, teachers volunteer to offer students 1:1 summer remediation using independent study contracts and in person as well as on-line meetings. Students and their families also have the option of accessing the district’s AAA Academy and other (fee based) summer schools.

**Parent Education** – focusing on first generation college goers. Grove offers a variety of Parent Education Options including but not limited to: annual lectures and guest speakers on a variety of topics for instance Steven Hughes on Brain Research, Sir Kenneth Robinson on Creativity in Montessori, Laurie Ewert Krockner on farm-based learning, and David Kahn on Adolescent Development.

All parents are introduced to expectations for college entrance through a series of workshops offered annually by our PPS College Counselor. Academic expectations, testing requirements and study habits are covered as well as application and financial aid issues. Parent Education Workshops include two or more annual FAFSA Workshops and an annual private colleges and

applications workshop for help with the Common App and CSS. These are well attended by parents.

**Teacher Training and Professional Development** - Teachers at The Grove School will meet and collaborate for five days prior to the beginning of each school year using time for:

- Collaboration
- Guest speakers
- Trainings
- Curriculum alignment and preparation
- Attend Montessori and other training annually to help meet new curricular expectations
- Teachers will develop student support and interventions aligned to CCSS and LCAP during in-service week and monthly in-service sessions
- Strategies for students who are struggling will be discussed and planned at weekly level meetings during “Student Issues” agenda

Other professional development activities and goals are described in the section below, “Charter School Annual Goals and Actions to Achieve State Priorities.”

**Budget** – In 2013 Grove added an additional Mentor to help reduce mentor group size and to help deal with additional mentoring tasks. Our PPS counseling budget has been increased annually as needs have increased. Our technology hardware and software budget has been increased to provide ongoing support. Last year a professional technology specialist was hired to help meet the increasing tech demands.

#### **K. Plan for High Achieving Students**

All students at The Grove School receive progress reports at regular intervals (in addition to quarterly and semester reports). These reports are also distributed to the student’s mentors. All students complete pre-reflective and reflective essays to evaluate goals and design individual strategies for achieving them. These are shared with parents, peers and community members during student led conferences.

In 10<sup>th</sup> and 12<sup>th</sup> grades, students who are making progress toward graduation will meet with a college counselor or administrator to make post-secondary plans and design individualized strategies for achieving personal goals.

Students who would benefit from further challenges are encouraged to attend University of California, Riverside Program for Accelerated High School Students during the summer months. UC (or other college level) courses can be used to supplement regular courses.

The Grove School also offers a series of SAT prep courses throughout the year and is collaborating with BeCollegeWise.com to provide test prep throughout the school year.

**L. Charter School Annual Goals and Actions to Achieve State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

**Local Control Accountability Plan (“LCAP”)**

On or before July 1, 2014, the Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

<b><u>STATE PRIORITY #1— BASIC SERVICES</u></b>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
<b>SUB-PRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All Grove teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.
<b>ACTIONS TO ACHIEVE GOAL</b>	In 2014-19, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to Head of School. In 2014-15 through 2019, in order to serve all students and in order to serve students in each subgroup, all Grove teachers will possess credentials appropriate to their assignments as applicable to charter schools including CLAD, BCLAD or equivalent when providing instruction to English learners.  In 2014-15 – 2019, The Grove School will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.
<b>SUB-PRIORITY B – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 – 2019, all Grove teachers will take part in Montessori training, refresher courses or orientation that provide up to date Montessori and Common Core aligned instructional strategies and practices annually.
<b>ACTIONS TO</b>	In 2014-15 – 2019, review staff development goals and AMI /NAMTA course and

<b>ACHIEVE GOAL</b>	workshop offerings annually as they pertain to Common Core alignment and Montessori methods as part of annual Professional Development and Goal setting conferences with staff.
<b>SUB-PRIORITY C – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, The Grove School will provide every student in each subgroup with books, materials and/or technology aligned with Common Core Standards as appropriate.
<b>ACTIONS TO ACHIEVE GOAL</b>	In 2014-15 through 2019, The Grove School administration will annually review course enrollment and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History, Social Sciences and English Language Arts, including English language development for English learners.
<b>SUB-PRIORITY D – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, school facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002.
<b>ACTIONS TO ACHIEVE GOAL</b>	School facilities are inspected three times annually every trimester in 2014-15 through 2019 by PAC (Parent Advisory Committee) and administration. PAC and administration reports to the Governing Board’s Facilities Committee to schedule any repairs or upgrades as necessary each trimester from 2014-15 through 19. Facilities Committee plans and makes any necessary changes to insure maintenance goals are met each trimester from 2014-15-19.

<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of state-adopted standards including access to academic content and development of English proficiency by English learners.</i>	
<b>SUB-PRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, for all students and all subgroups including English learners, all teachers of Science, Mathematics, History-Social Studies and English Language Arts will design and implement standards-based instruction based on the latest state board adoptions.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Grove School will use the following strategies for insuring that curriculum content, delivery and assessment move from existing standards to the CCSS for all students including English learners:  In 2014-15 through 2019, provide all teachers collaborative time as well as training about new California Common Core Standards in English Language Arts and Mathematics and on current California content standards in all other subject areas.

	In 2014-15 through 2019, ensure that school administration monitors lessons and classroom instruction on an ongoing basis, providing intervention and support for teachers if standards-rich instruction is not evident.
<b>SUB-PRIORITY B – E.L. STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	2014-15 – 19 English Learner Subgroup Ensure that teachers implement instruction in ways that give English learners access to English language development standards. Ensure that English learners develop proficiency as a result of explicit English language development instruction and alignment of ELD standards and ELA standards, Montessori research-based instructional strategies, personalized instruction, integrated curriculum and supplemental instruction when necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	E.L. students will be identified at enrollment and tested as appropriate (CELDT) to determine competency. E.L. students will be monitored annually by authentic and standardized assessments as well as observational reports from teachers. 2014-15 through 2019, The Grove School will insure that all students receive annual instruction appropriate to their level of English proficiency and are exposed to scaffolded experiences that support and challenge them to grow in proficiency. These include Language Enrichment Strategies developed by the CASA ESPERANZA MONTESSORI program. This program uses the SIOP (Sheltered Instruction Observation Protocol) model combined with Montessori strategies. Annually, students who qualify as proficient will be monitored to ensure continued growth toward fluency. Each year The Grove School will ensure that instructional materials for E.L. students are aligned with state curriculum standards. English learners will have access to individualized instruction with credentialed teachers during after-school programs. Daily oral language practice will be incorporated across the curriculum to accelerate language acquisition.
<b>SUB-PRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	English learner subgroup: English learners will have the opportunity to access content standards in all academic disciplines.
<b>ACTIONS TO ACHIEVE GOAL</b>	All teachers will be provided with Montessori differentiation strategies that include multi-level projects for students of varying skill and ability levels. E.L. students will have the opportunity to do “hands-on” work using nomenclature, labeling, and other methods. E.L. students will have access to reading material at their level that is challenging and age-appropriate for all content areas. E.L. students will be encouraged to share their culture and their texts in their first language with their peers.

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input on decision-making for schools, and how*

<i>the school will promote parent participation</i>	
<b>SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Facilitate parent involvement in school site decisions through the Parent Advisory Council (PAC) which reports to the Grove Governing Board and is the executive committee of the Parents and Teachers of Grove group. Involve PAC in decision-making processes regarding programs serving unduplicated students and English Learner students.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Uphold expectation that Grove parents will spend 30 hours per year in parent education events, student conferences, PAC or PTG parent leadership involvement or working directly with educators at the school. Provide multiple opportunities for parent involvement through school-initiated support groups with parental leadership.</p> <p>Encourage PAC members to add school decisions and advisory items to agendas for monthly meetings. Continue to encourage parent involvement in site facilities committee.</p> <p>Publish monthly PAC Board Representative reports to parent body.</p> <p>Conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.</p>
<b>SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Provide outreach to low income, Hispanic and parents of other sub-groups as they emerge.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Create partnership with existing Redlands parent advocacy groups</p> <p>Create dual language notices for enrollment and PTG group.</p> <p>Create opportunities for Hispanic parents and other parents of significant subgroups to organize and be represented on governance committees if they desire to do so</p> <p>Track participation of families of significant subgroups (and unduplicated students) in parent governance opportunities and extra-curricular activities.</p>

<p><b><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></b></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <li>A. <i>Statewide assessments (STAR, or any subsequent assessment as certified by SBE)</i></li> <li>B. <i>The Academic Performance Index (API)</i></li> <li>C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li>D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT)</i></li> <li>E. <i>EL reclassification rate</i></li> <li>F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></li> <li>G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college</i></li> </ul>
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<i>preparedness</i>	
<b>SUB-PRIORITY A – STUDENT ACHIEVEMENT ON STATEWIDE ASSESSMENTS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, all students and numerically significant subgroups will advance toward proficiency with a 3% increase toward the Proficient Level each year until proficiency has been reached (with an appropriate adjustment made for transition to Smarter Balanced Assessments).
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Grove teachers will continue to provide challenging, project-based curriculum which reflects California Common Core State standards</p> <p>The Grove School will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</p> <p>The Grove School will provide teachers and administration with software that facilitates data-driven responses to state testing and other authentic assessments.</p> <p>Adjust instruction needed throughout the school year and, using curriculum-mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.</p>
<b>SUB-PRIORITY B – API</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, students in numerically significant subgroups will achieve API subgroup goals.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Support a rigorous academic program by providing ample professional development and ongoing instructional support, planning coherent formative assessments using standards-based curriculum and collecting data for adjusting instruction based on the needs of ALL students and students in identified subgroups.</p> <p>Provide collaborative days for teachers in order to discuss instructional adjustment based on response to student data analysis.</p> <p>Develop a new, “Standards-Based” reporting system including Montessori and California Common Core State Standards</p>
<b>SUB-PRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	100% of graduating seniors will satisfy UC/CSU entrance requirements with “district override” and/or be eligible for career technical education.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Maintain the standard that Grove’s graduation requirements reflect the most exacting eligibility requirements of the UC and CSU system, and must be completed by all students prior to graduation, including special education students and students in identified subgroups.</p> <p>Implement and publicize workshops for high school parents and students beginning in 10<sup>th</sup> grade to increase awareness of UC and CSU eligibility, admissions and enrollment procedures.</p> <p>Implement and publicize workshops for middle school parents and students to increase awareness of UC and CSU eligibility standards.</p>
<b>SUB-PRIORITY D – E.L. PROFICIENCY RATES</b>	
<b>GOAL TO</b>	Grove’s English Learner students will make progress toward E.L. Proficiency as

<b>ACHIEVE SUB-PRIORITY</b>	measured by CELDT at an increased annual rate until target goals are met.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove students will be taught using full immersion techniques in ELD and across the curriculum, adjusting instruction to meet individual needs and using additional instructional resources as needed whenever students are identified as requiring this approach.
<b>SUB-PRIORITY E – E.L. RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For English Learner students, Grove will continue to provide professional development and ongoing instructional support, planning a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students’ individual needs while procuring adequate instructional resources.
<b>ACTIONS TO ACHIEVE GOAL</b>	All E.L. students will complete UC-approved ELA courses which are designed to increase proficiency with necessary supports and scaffolding as outlined in Grove’s <i>Comprehensive Approach to English Learners</i> document. Implement formative and summative assessments to monitor the progress of English learner students. Provide appropriate professional development in response to analysis of student data, school wide and by subgroup. Grove teachers will adjust instruction as needed throughout the school year and in planning for the next year in response to analysis of student data.
<b>SUB-PRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All Grove students including those in subgroups will have access to AP classes in core subjects on a rotational annual basis as appropriate. All Grove students will increase their passing rate on AP exams with a score of 3 or higher until target rates are met.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will offer AP courses in rotational sequence to all students grades 9-12 and encourage enrollment as appropriate. Grove will provide appropriate professional development for instructors assigned to teach Advanced Placement classes. Grove will develop clear prerequisites for eligibility in AP courses, balancing accessibility with potential for success. Grove teachers will adjust instruction as needed throughout the school year and in planning for the next year in response to analysis of student data.
<b>SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All grade level appropriate students will participate in EAP program testing as available in the future Common Core/ Smarter Balance Adoption and increase their college readiness rates by 3% annually until target scores are met. Students who are ineligible, or conditionally eligible, will complete preparation and be eligible for college by the end of their senior year after completing EAP preparation courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will require participation in EAP testing as it is available through Smarter Balance. Grove will require students who are unready or conditionally ready for college according to EAP to take the state sanctioned High School courses that insure

	college readiness.
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<b>STATE PRIORITY #5— STUDENT ENGAGEMENT</b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. <i>School attendance rates</i>	
B. <i>Chronic absenteeism rates</i>	
C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i>	
D. <i>High school dropout rates</i>	
E. <i>High school graduation rates</i>	

<b>SUB-PRIORITY A – STUDENT ATTENDANCE RATES</b>	
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<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including those in significant subgroups, will maintain attendance rates at 95% or better and decrease SART
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<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding. Provide parents with trimester attendance reports and inform parents of chronic absences.
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<b>SUB-PRIORITY B – STUDENT ABSENTEEISM RATES</b>	
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<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a school attendance rate of 95% or above.
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<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide interventions for students who are absent for more than ten days for any reason (parent letter and parent meeting). Grove will require in-house suspension with parents present for any truancy and will pursue SART and SARB consequences for chronic absences or tardiness. Grove will address chronic absenteeism with SART parent meetings and referrals to SARB 100% of the time.
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<b>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
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<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will retain and promote 95% of middle school students
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<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide middle school orientation to 100% of incoming Grove students Grove will provide urgent remediation and intervention to at-risk middle school students as part of its mentor program.
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<b>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
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<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will retain and promote 95% of middle school students
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<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide middle school orientation to 100% of incoming Grove students Grove will provide urgent remediation and intervention to at-risk middle school students as part of its mentor program.
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<b>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will retain and promote 95% of middle school students
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide middle school orientation to 100% of incoming Grove students Grove will provide urgent remediation and intervention to at-risk middle school students as part of its mentor program.
<b>SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a less than 5% drop out rate
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove provides high school orientation to 100% of incoming Grove High School students. Grove will provide urgent remediation and intervention to at-risk high school students as part of its mentor program.
<b>SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a high school graduation rate of 100% over four or five years of High School.
<b>ACTIONS TO ACHIEVE GOAL</b>	For all students including subgroups and unduplicated students as well as special education students, Grove will provide strong community, challenging curriculum, and academic support to promote graduation for eventual college enrollment eligibility.

<b>STATE PRIORITY #6— SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. <i>Pupil suspension rates</i></li> <li>B. <i>Pupil expulsion rates</i></li> <li>C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></li> </ul>	
<b>SUB-PRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 – 19, for all students including numerically significant subgroups, Grove will implement strategies designed to ensure a minimal rate of student suspension for all grade levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will establish and disseminate clear expectations for student conduct and consistent consequences, including problem-solving strategies that support the school’s expectations. The school has clearly established tiers of intervention when challenging behaviors persist, with teachers and families working to manage student behavior issues and concerns.

	Grove provides IN HOUSE/IN CLASS SUSPENSION with parents present when necessary.
<b>SUB-PRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 through 2019 for all students, including numerically significant subgroups, Grove will implement strategies designed to ensure a minimal rate of student expulsion for all grade levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	In most extreme and/or persistent disciplinary instances where behavior is distracting the student and/or other students from learning, Grove will require an In-House Suspension with students and parents in class in school. This strategy is discussed with and supported by parents at the Parent Advisory Committee level.
<b>SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 through 2019, for all students including those in numerically significant subgroups, Grove will increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of student connectedness.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The annual student, parent and teacher survey regarding school culture including safety and community connectedness will be published to stakeholders and issues identified in the survey will be addressed. Grove will address disciplinary issues early and will continue to enforce a zero tolerance policy for drugs, alcohol, bullying and violence.</p> <p>Grove will continue to promote community as one of its five ESLRS and will provide mentoring, the anonymous school tip line, active bystander training and other appropriate measures that promote school safety and connectedness.</p> <p>At the beginning of each school year, the annual orientation week will be used to establish school wide cultural norms and expectations. Follow up will occur with community meetings and annual student forum.</p> <p>Targeted intervention will be provided for students who demonstrate high levels of anti-social behavior.</p> <p>Annually, all school employees will be trained in the elements of the School Safe Plan. Students will participate in six Fire, Earthquake, and safety drills</p>

<b>STATE PRIORITY #7— COURSE ACCESS</b> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 7-12: English, mathematics, social sciences, science, foreign language(s), physical education, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	<p>For 2014-15 through 2019, all students, including students in numerically significant subgroups and unduplicated students, will have access to enroll in our Charter School and take part in the Montessori Curriculum which is aligned with current California state standards and includes and prepares students for college entrance and lifelong learning.</p> <p style="text-align: center;"><b>Self-Expression</b> Music</p>

	<p>Language Arts Art <b>Psychic Development</b> Moral (Character) Education Mathematics Languages (native and foreign) <b>Preparation for Adult Life</b> The study of earth and living things The study of human progress and the building up of civilization (science and technology) The study of the history of humanity and literature <b>Practical Considerations</b> Practical Life Activities including internships, community service and participation in micro-economy</p>
<p><b>ACTIONS TO ACHIEVE GOAL</b></p>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p> <p>Grove will offer a variety of courses to prepare 7th-8th graders for the rigorous high school curriculum, in addition to a rich offering of hands-on agriculturally based science, and technology classes including metal shop, wood-shop, programming and robotics which are open to 7-12th grades.</p> <p>Grove requires that all students including student in significant subgroups and unduplicated students complete the UC A-G course requirements for entrance to the California Public University system in grades 9-12. The offerings available to high school students will be reviewed annually to ensure availability and access.</p> <p>Grove’s Advanced Placement offerings include classes in science, language arts, social studies, fine art and language, and are available to all students including student in significant subgroups and unduplicated students.</p> <p>Grove gives all students including students in significant subgroups and unduplicated students an opportunity to be involved in UC Approved Agriculturally based science (these courses fulfill the CTE requirement at UC and Cal State).</p> <p>Administration will review credentialing and course assignments annually</p> <p>Administration will review staff development goals and AMI /NAMTA course and workshop offerings annually as part of annual Professional Development and Goal setting conferences with staff. Offer staff development opportunities in Montessori methods as well as common core, and AP.</p>

<p><b><u>STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS</u></b></p>	
<p><i>From the subject areas described above in #7, as applicable.</i></p>	
<p><i>Grades 7-12: English, mathematics, social sciences, science, foreign language(s), physical education, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
<p><b>SUB-PRIORITY A - ENGLISH</b></p>	
<p><b>GOAL TO ACHIEVE SUB-PRIORITY</b></p>	<p>All students, including students in numerically significant subgroups and unduplicated students, will make annual progress toward grade level proficiency in English Language Arts/Literacy.</p>
<p><b>ACTIONS TO</b></p>	<p>All Students in grades 7-8, including students in numerically significant subgroups</p>

<b>ACHIEVE GOAL</b>	<p>and unduplicated students, will participate in Readers Workshop, Writers Workshop, and Word Study programs. Instructional strategies implemented throughout Reading &amp; Writing Workshop include: small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student learning goals</p> <p>All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete four years of UC approved A-G English Language arts course requirements for entrance to the California Public University system.</p>
<b>SUB-PRIORITY B - MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics using adopted State Common Core Standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All students in grade 7-8 participate in ability-level Math class. Instructional strategies implemented include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.</p> <p>All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete four years of UC A-G Math course requirements (or two years of A-G math course requirements and two years of alternative Math) in order to be eligible for entrance to the California Public University system in grades.</p>
<b>SUB-PRIORITY C – HISTORY- SOCIAL SCIENCE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, economics, civics and social science using current state standards and, as they are adopted, California State Common Core Standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Using an integrated approach, students in grades 7-8 will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or currently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.</p> <p>All students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete three to four years of UC A-G History-social science course requirements in order to be eligible for entrance to the California Public University system in grades.</p>
<b>SUB-PRIORITY D - SCIENCE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and physical science using current state standards and, as they are

	adopted, California State Common Core Standards
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry-based approach, students in grades 7-9 will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete three to four years of UC approved A-G Lab Science courses in order to be eligible for entrance to the California Public University system in grades.
<b>SUB-PRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Using the California Content Standards for Visual and Performing Arts as a guide, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level appropriate essential skills and knowledge as well as artistic competencies and creative skills.
<b>ACTIONS TO ACHIEVE GOAL</b>	All Students in grades 7-8, including students in numerically significant subgroups and unduplicated students, will have the option to complete one or two years of visual and performing arts classes. All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will be required to complete one year, and have the option to complete up to four years, of UC A-G approved Visual and Performing Arts courses.
<b>SUB-PRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate essential skills and knowledge that are needed to maintain a physically active and healthy lifestyle. All students in grades 7 will show improvement in FITNESSGRAM by grade 9, mastering 5 of 6 standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students at Grove will have the opportunity to enroll in Physical Educations classes every year for up to six years. Students in grades 9-12 will be required to take two PE classes or demonstrate instructed physical education for the equivalent of two years of PE. Other options to promote essential skills and knowledge include team sports and instructed after-school activities, as well as workshops and electives throughout the year. Professional development will be required in 2014-15 for those administering the annual fitness assessments.
<b>SUB-PRIORITY G – HEALTH</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students will master the Essential Health Concepts and skills, demonstrating their ability to analyze health influences, access valid health information, engage in interpersonal communication, decision making, goal setting, practice health-enhancing behaviors, and promote health in their communities.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will take a state-standards-based health course for the equivalent of one semester. Students will be exposed to healthy habits at school and will be given opportunities

	<p>to build interpersonal communication, decision-making, goal setting and healthy behavioral skills in the context of their mentor group.</p> <p>Students will have the opportunity to promote health, in their school community and beyond, with opportunities for leadership and environmental stewardship.</p>
<b>SUB-PRIORITY H – FOREIGN LANGUAGES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in a language other than English using World Language Standards and, as they are aligned, Common Core Language Standards, having completed three years of foreign language coursework prior to graduation .
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>With a focus on communication in a language other than English, Grove students will study a language other than English for a minimum of three years in grades 8-12 in a UC-AG approved course with a choice of further UC-AG study or alternative language study options following the required three years.</p> <p>The Grove language courses focus on Content, Communication, Cultures, Structures, and Settings. The categories are integrated in project-based and teacher-directed practice, and merge into instruction with conversational experience.</p>
<b>SUB-PRIORITY I – APPLIED ARTS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the option of taking one or two years of applied arts at Grove. Students who are enrolled in applied arts will demonstrate competency (70% or above).
<b>ACTIONS TO ACHIEVE GOAL</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the option of taking one or two years of applied arts at Grove. Courses may include ceramics, design, yearbook, photography or creative woodworking. Other applied arts options are offered as exploratory electives and are offered on a rotational basis. Students may enroll in up to two of these electives annually as their schedule permits.
<b>SUB-PRIORITY J – CTE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to applied science and California Technical Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity for enrollment in Occupations Science Classes (grades 7-9) and UC- AG approved Agricultural Science Classes (grades 9-12).

### **III. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS, AND OTHER USES OF DATA**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

The Grove School will report outcomes in an annual report to the district as well as in the annual SARC (School Accountability Report Card) published on the Grove website.

The Grove School shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools, including but not limited to CAASPP, CSTs, CELDT, PFT, and CCSS-based assessments, as implemented by the state. The Grove School shall comply with any new statewide assessment program adopted by the state and as applicable to charter schools. The Grove School anticipates working closely with District staff to update this section of the Charter to reflect the new statewide assessment program and its implementation timeline as directed by the state.

The Grove School shall pursue the following outcomes as measured by the following methods of measurement:

<b>School wide Measurable Pupil Outcomes</b>		
<b>Outcome</b>	<b>Methods of Measurement</b>	<b>Frequency of Measurement</b>
Meet API growth target overall and in all reportable subgroups	Annual Academic Performance Index (API) information	Annually
Meet AYP	AYP Determination	Annually
Progress demonstrated in all core subjects (ELA, Math, Social Studies and Science)	In House Assessments and 70% or above proficiency	Tri-Annually

Attendance rate of 95%	Attendance Data	Annually
Parent Involvement at an average of 30 hours/year	Parent Commitment Hours	Annually
Progress toward Successful Habits of Mind	Student Led Conference Rubric Scores	Bi-Annually

Outcome data gathered from these processes allows The Grove School to understand its strengths and areas for improvement, and to make on-going adjustments to its academic program and operations to ensure the greatest possible success for all students.

**A. Charter School Outcomes that Align with State Priorities**

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and goals and actions to achieve the state priorities, as identified in Element I of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

<b>STATE PRIORITY #1— BASIC SERVICES</b>	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
<b>SUB-PRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All Grove teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.
<b>ACTIONS TO ACHIEVE GOAL</b>	In 2014-19, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to Head of School. In 2014-15 through 2019, in order to serve all students and in order to serve students in each subgroup, all Grove teachers will possess credentials appropriate to their assignments as applicable to charter schools including CLAD, BCLAD or equivalent when providing instruction to English learners.  In 2014-15 – 2019, The Grove School will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.
<b>MEASURABLE OUTCOME</b>	100% Compliance with CTE requirements for single subject competency.
<b>BASELINE PERFORMANCE</b>	All Grove teachers of college prep and core classes have demonstrated subject area competency and have completed or are engaged in induction programs. 85% have

<b>LEVEL</b>	CLAD or BCLAD certifications.
<b>METHODS OF MEASUREMENT</b>	Teachers will provide evidence of attendance during presentations at our annual in-service week or at alternative in-service occasions. These will be referenced as part of annual report to the district.
<b>SUB-PRIORITY B – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 – 2019, all Grove teachers will take part in Montessori training, refresher courses or orientation that provide up to date Montessori and Common Core aligned instructional strategies and practices annually.
<b>ACTIONS TO ACHIEVE GOAL</b>	In 2014-15 – 2019, review staff development goals and AMI /NAMTA course and workshop offerings annually as they pertain to Common Core alignment and Montessori methods as part of annual Professional Development and Goal setting conferences with staff.
<b>MEASURABLE OUTCOME</b>	All teachers will complete annual Montessori training/orientation or appropriate workshop.
<b>BASELINE PERFORMANCE LEVEL</b>	45% of Grove teachers have completed Montessori adolescent orientation or training.
<b>METHODS OF MEASUREMENT</b>	Teachers will present to their peers at the annual summer in-service.
<b>SUB-PRIORITY C – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, The Grove School will provide every student in each subgroup with books, materials and/or technology with Common Core Standards as appropriate.
<b>ACTIONS TO ACHIEVE GOAL</b>	In 2014-15 through 2019, The Grove School administration will annually review course enrollment and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History, Social Sciences and English Language Arts, including English language development for English learners.
<b>MEASURABLE OUTCOME</b>	Every student will have the materials and books necessary for coursework completion as evidenced in annual board minutes where materials budgets and textbooks and alternative textbooks are approved.
<b>BASELINE PERFORMANCE LEVEL</b>	30% of supplemental textbooks, still in use in Math and Science, are not aligned with new standards.
<b>METHODS OF MEASUREMENT</b>	PAC and administration’s reports will be provided to the governing board annually and remain part of the official record.
<b>SUB-PRIORITY D – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, school facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002.

<b>ACTIONS TO ACHIEVE GOAL</b>	School facilities are inspected three times annually every trimester in 2014-15 through 2019 by PAC (Parent Advisory Committee) and administration. PAC and administration reports to the Governing Board's Facilities Committee to schedule any repairs or upgrades as necessary each trimester from 2014-15 through 19. Facilities Committee plans and makes any necessary changes to insure maintenance goals are met each trimester from 2014-15-19.
<b>MEASURABLE OUTCOME</b>	The facilities will pass "with no findings" after the PAC trimester review.
<b>BASELINE PERFORMANCE LEVEL</b>	The facilities have yet to be reviewed but require significant upgrades.
<b>METHODS OF MEASUREMENT</b>	Facility review will commence in Fall of 2014 and results will be published in End of Trimester report to parents.

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of state-adopted standards including access to academic content and development of English proficiency by English learners.*

**SUB-PRIORITY A – CCSS IMPLEMENTATION**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, for all students and all subgroups including English learners, all teachers of Science, Mathematics, History-Social Studies and English Language Arts will design and implement standards-based instruction based on the latest state board adoptions.
<b>ACTIONS TO ACHIEVE GOAL</b>	The Grove School will use the following strategies for insuring that curriculum content, delivery and assessment move from existing standards to the CCSS for all students including English learners:  In 2014-15 through 2019, provide all teachers collaborative time as well as training about new California Common Core Standards in English Language Arts and Mathematics and on current California content standards in all other subject areas.  In 2014-15 through 2019, ensure that school administration monitors lessons and classroom instruction on an ongoing basis, providing intervention and support for teachers if standards-rich instruction is not evident.
<b>MEASURABLE OUTCOME</b>	All teachers will implement CCSS standards as they become available and demonstrate use of California State Standards until then.
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Grove teachers are implementing Language Arts standards and Mathematics standards are in use for 50% of the curriculum.
<b>METHODS OF MEASUREMENT</b>	CCSS assessments and Common Core Aligned Montessori portfolio reviews, common assessments and annual observation reviews.

**SUB-PRIORITY B – E.L. STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	2014-15 – 19 English Learner Subgroup Ensure that teachers implement instruction in ways that give English learners access to English language development standards. Ensure that English learners develop proficiency as a result of explicit English language development instruction and alignment of ELD standards and ELA standards, Montessori research-based instructional strategies, personalized instruction, integrated curriculum and supplemental instruction when necessary.
<b>ACTIONS TO ACHIEVE GOAL</b>	E.L. students will be identified at enrollment and tested as appropriate (CELDT) to determine competency. E.L. students will be monitored annually by authentic and standardized assessments as well as observational reports from teachers. 2014-15 through 2019, The Grove School will insure that all students receive annual instruction appropriate to their level of English proficiency and are exposed to scaffolded experiences that support and challenge them to grow in proficiency. These include Language Enrichment Strategies developed by the CASA ESPERANZA MONTESSORI program. This program uses the SIOP (Sheltered Instruction Observation Protocol) model combined with Montessori strategies. Annually, students who qualify as proficient will be monitored to ensure continued growth toward fluency. Each year The Grove School will ensure that instructional materials for E.L. students are aligned with state curriculum standards. English learners will have access to individualized instruction with credentialed teachers during after-school programs. Daily oral language practice will be incorporated across the curriculum to accelerate language acquisition.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
<b>BASELINE PERFORMANCE LEVEL</b>	All E.L. students have been re-designated at Grove at this time.
<b>METHODS OF MEASUREMENT</b>	Student performance on CELDT/ELPAC Assessment, <i>SIOP</i> curriculum assessments, ELD folder and reclassification documentation
<b>SUB-PRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	English learner subgroup: English learners will have the opportunity to access content standards in all academic disciplines.
<b>ACTIONS TO ACHIEVE GOAL</b>	All teachers will be provided with Montessori differentiation strategies that include multi-level projects for students of varying skill and ability levels. E.L. students will have the opportunity to do “hands-on” work using nomenclature, labeling, and other methods. E.L. students will have access to reading material at their level that is challenging and age-appropriate for all content areas. E.L. students will be encouraged to share their culture and their texts in their first language with their peers.

<b>MEASURABLE OUTCOME</b>	100% of E.L. students will reach English language proficiency within four years of transfer to Grove or initial classification as English learners through the implementation of the CCSS, and SIOP/ Montessori curriculum and related instructional strategies.
<b>BASELINE PERFORMANCE LEVEL</b>	All Grove E.L. students have been attained proficiency at this time.
<b>METHODS OF MEASUREMENT</b>	E.L. student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input on decision-making for schools, and how the school will promote parent participation*

**SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Facilitate parent involvement in school site decisions through the Parent Advisory Council (PAC) which reports to the Grove Governing Board and is the executive committee of the Parents and Teachers of Grove group. Involve PAC in decision-making processes regarding programs serving unduplicated students and English Learner students.
<b>ACTIONS TO ACHIEVE GOAL</b>	Uphold expectation that Grove parents will spend 30 hours per year in parent education events, student conferences, PAC or PTG parent leadership involvement or working directly with educators at the school. Provide multiple opportunities for parent involvement through school-initiated support groups with parental leadership. Encourage PAC members to add school decisions and advisory items to agendas for monthly meetings. Continue to encourage parent involvement in site facilities committee. Publish monthly PAC Board Representative reports to parent body. Conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.
<b>MEASURABLE OUTCOME</b>	Families will participate in school leadership and service at an average rate of 30 hours per parent per year. All parents will attend orientation interview. All families will attend PTG Welcome Meeting. 50% of families will attend “Journey and Discovery.”
<b>BASELINE PERFORMANCE LEVEL</b>	Monthly meetings of PAC and PTG with an average attendance of 12%. 100% of families attending orientation interview. 4700 total hours/year (2012-13) with 82% participation from families participating.
<b>METHODS OF MEASUREMENT</b>	Agendas of facilities and PAC/PTG meetings will include items that reflect decisions and advice for board affecting school program and issues affecting unduplicated and English learner students. Monthly PAC Board representative reports will demonstrate parent involvement in site and program.

	Stakeholder survey results will be published and shared with stakeholders.
<b>SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Provide outreach to low income, Hispanic and parents of other sub-groups as they emerge.
<b>ACTIONS TO ACHIEVE GOAL</b>	Create partnership with existing Redlands parent advocacy groups Create dual language notices for enrollment and PTG group. Create opportunities for Hispanic parents and other parents of significant subgroups to organize and be represented on governance committees if they desire to do so Track participation of families of significant subgroups (and unduplicated students) in parent governance opportunities and extra-curricular activities.
<b>MEASURABLE OUTCOME</b>	Increased enrollment of subgroup students Increased input on Parent Advisory Committee from subgroup parents Establishment of parent committees to represent subgroups
<b>BASELINE PERFORMANCE LEVEL</b>	21% enrollment of Hispanic or Latino students for 2013 Parent involvement (at varying levels) from parents of subgroup and unduplicated students One English/Spanish advertisement in Spanish-language newspaper advertising enrollment of 2013-14 Enrollment recruitment meetings scheduled for Redlands Community center with Hispanic parent group as well as others Enrollment recruitment information in Spanish/English translation available in community venues including Boys and Girls Club of Redlands.
<b>METHODS OF MEASUREMENT</b>	Enrollment records on CBEDS and AERIES Parent Participation records for participation Increased translated materials for non-English speaking parents

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- A. *Statewide assessments (STAR, or any subsequent assessment as certified by SBE)*
- B. *The Academic Performance Index (API)*
- C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT)*
- E. *EL reclassification rate*
- F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

**SUB-PRIORITY A – STUDENT ACHIEVEMENT ON STATEWIDE ASSESSMENTS**

<b>GOAL TO</b>	In 2014-15 through 2019, all students and numerically significant subgroups will
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<b>ACHIEVE SUB-PRIORITY</b>	advance toward proficiency with a 3% increase toward the Proficient Level each year until proficiency has been reached (with an appropriate adjustment made for transition to Smarter Balanced Assessments).																																								
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Grove teachers will continue to provide challenging, project-based curriculum which reflects California Common Core State standards</p> <p>The Grove School will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</p> <p>The Grove School will provide teachers and administration with software that facilitates data-driven responses to state testing and other authentic assessments.</p> <p>Adjust instruction needed throughout the school year and, using curriculum-mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.</p>																																								
<b>MEASURABLE OUTCOME</b>	Grove students will continue to make progress and meet state expectations (API or whatever appropriate measure is used by the state) on an annual basis at the rate prescribed by the state.																																								
<b>BASELINE PERFORMANCE LEVEL</b>	<table border="1"> <thead> <tr> <th>Group</th> <th>English/Language Arts</th> <th>Mathematics</th> <th>Science</th> <th>History – Social Science</th> </tr> </thead> <tbody> <tr> <td colspan="5"><b>Race/Ethnicity</b></td> </tr> <tr> <td>Hispanic or Latino</td> <td>69%</td> <td>29%</td> <td>N/A</td> <td>53%</td> </tr> <tr> <td>White</td> <td>83%</td> <td>50%</td> <td>89%</td> <td>84%</td> </tr> <tr> <td colspan="5"><b>Student Characteristics</b></td> </tr> <tr> <td>Economically Disadvantaged</td> <td>76%</td> <td>26%</td> <td>N/A</td> <td>76%</td> </tr> <tr> <td>Students with Disabilities</td> <td>54%</td> <td>25%</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Overall</td> <td>79%</td> <td>46%</td> <td>85%</td> <td>77</td> </tr> </tbody> </table>	Group	English/Language Arts	Mathematics	Science	History – Social Science	<b>Race/Ethnicity</b>					Hispanic or Latino	69%	29%	N/A	53%	White	83%	50%	89%	84%	<b>Student Characteristics</b>					Economically Disadvantaged	76%	26%	N/A	76%	Students with Disabilities	54%	25%	N/A	N/A	Overall	79%	46%	85%	77
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<b>SUB-PRIORITY B – API</b>																																									
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	In 2014-15 through 2019, students in numerically significant subgroups will achieve API subgroup goals.																																								
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Support a rigorous academic program by providing ample professional development and ongoing instructional support, planning coherent formative assessments using standards-based curriculum and collecting data for adjusting instruction based on the needs of ALL students and students in identified subgroups.</p> <p>Provide collaborative days for teachers in order to discuss instructional adjustment based on response to student data analysis.</p> <p>Develop a new, “Standards-Based” reporting system including Montessori and California Common Core State Standards</p>																																								
<b>MEASURABLE OUTCOME</b>	Grove students will continue to make progress and meet state expectations (API or whatever appropriate measure is used by the state) on an annual basis at the rate																																								

	prescribed by the state.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2013, school wide API target was met; API targets were met for all numerically significant subgroups.
<b>METHODS OF MEASUREMENT</b>	California statewide assessments
<b>SUB-PRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	100% of graduating seniors will satisfy UC/CSU entrance requirements with “district override” and/or be eligible for career technical education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Maintain the standard that Grove’s graduation requirements reflect the most exacting eligibility requirements of the UC and CSU system, and must be completed by all students prior to graduation, including special education students and students in identified subgroups. Implement and publicize workshops for high school parents and students beginning in 10 <sup>th</sup> grade to increase awareness of UC and CSU eligibility, admissions and enrollment procedures. Implement and publicize workshops for middle school parents and students to increase awareness of UC and CSU eligibility standards.
<b>MEASURABLE OUTCOME</b>	100% of Grove students will graduate having completed the CSU and UC course completion requirements using district override standards and/or be eligible for career and technical education
<b>BASELINE PERFORMANCE LEVEL</b>	95.2 % of students were eligible for CSU or UC enrollment with the RUSD “district override” standards and 76.2% are eligible using UC/CSU standards
<b>METHODS OF MEASUREMENT</b>	Annual UC Course Review in Annual Report to the District and SARC report
<b>SUB-PRIORITY D – E.L. PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove’s English Learner students will make progress toward E.L. Proficiency as measured by CELDT at an increased annual rate until target goals are met.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove students will be taught using full immersion techniques in ELD and across the curriculum, adjusting instruction to meet individual needs and using additional instructional resources as needed whenever students are identified as requiring this approach.
<b>MEASURABLE OUTCOME</b>	100% of Grove’s E.L. students will make progress toward reclassification after at least two years in the school.
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Grove’s E.L. students are reclassified
<b>METHODS OF MEASUREMENT</b>	State testing (CELDT or other state mandated measures).

SUB-PRIORITY E – EL RECLASSIFICATION RATES									
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For English Learner students, Grove will continue to provide professional development and ongoing instructional support, planning a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students' individual needs while procuring adequate instructional resources.								
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All E.L. students will complete UC-approved ELA courses which are designed to increase proficiency with necessary supports and scaffolding as outlined in Grove's <i>Comprehensive Approach to English Learners</i> document.</p> <p>Implement formative and summative assessments to monitor the progress of English learner students.</p> <p>Provide appropriate professional development in response to analysis of student data, school wide and by subgroup.</p> <p>Grove teachers will adjust instruction as needed throughout the school year and in planning for the next year in response to analysis of student data.</p>								
<b>MEASURABLE OUTCOME</b>	90% of Grove's E.L. students will qualify as proficient (where statistically significant populations are calculable).								
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Grove's E.L. population has been re-designated as determined by state.								
<b>METHODS OF MEASUREMENT</b>	Student performance on CELDT/ELPAC Assessment, <i>Into English</i> and <i>High Point</i> curriculum assessments, ELD folder and reclassification documentation								
SUB-PRIORITY F – AP EXAM PASSAGE RATE									
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	<p>All Grove students including those in subgroups will have access to AP classes in core subjects on a rotational annual basis as appropriate.</p> <p>All Grove students will increase their passing rate on AP exams with a score of 3 or higher until target rates are met.</p>								
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Grove will offer AP courses in rotational sequence to all students grades 9-12 and encourage enrollment as appropriate. Grove will provide appropriate professional development for instructors assigned to teach Advanced Placement classes.</p> <p>Grove will develop clear prerequisites for eligibility in AP courses, balancing accessibility with potential for success.</p> <p>Grove teachers will adjust instruction as needed throughout the school year and in planning for the next year in response to analysis of student data.</p>								
<b>MEASURABLE OUTCOME</b>	Grove will achieve a 60% pass rate (with a score of 3 or higher) on AP tests for AP classes within the next five years where statistically significant populations of students are available.								
<b>BASELINE PERFORMANCE LEVEL</b>	2012 School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
	Grove	30	64	34	8	10	14	10	4
<b>METHODS OF MEASUREMENT</b>	ETS - College Board Test results submitted annually								

<b>SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All grade level appropriate students will participate in EAP program testing as available in the future Common Core/ Smarter Balance Adoption and increase their college readiness rates by 3% annually until target scores are met. Students who are ineligible, or conditionally eligible, will complete preparation and be eligible for college by the end of their senior year after completing EAP preparation courses.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will require participation in EAP testing as it is available through Smarter Balance. Grove will require students who are unready or conditionally ready for college according to EAP to take the state sanctioned High School courses that insure college readiness.
<b>MEASURABLE OUTCOME</b>	95% of Grove students will participate in EAP state testing (as determined by the CSU system in accordance with Smarter Balance adoption) as evidenced in annual state report. Grove students will meet or exceed the state and district’s rates for college readiness or conditional readiness in EAP program testing in mathematics and English language in the next five years as evidenced in CSU reporting. 90% of students who are ineligible, or conditionally eligible, will complete preparation and be eligible for college by the end of their senior year after completing EAP preparation courses as evidenced in AERIES enrollment and annual report
<b>BASELINE PERFORMANCE LEVEL</b>	EAP Ready or Conditionally Ready –84% - White subgroup 76% - Low Income subgroup 53% - Hispanic subgroup
<b>METHODS OF MEASUREMENT</b>	Annual state report; CSU reporting; and, AERIES enrollment and annual report

**STATE PRIORITY #5— STUDENT ENGAGEMENT**  
*Pupil engagement, as measured by all of the following, as applicable:*  
 F. *School attendance rates*  
 G. *Chronic absenteeism rates*  
 H. *Middle school dropout rates (EC §52052.1(a)(3))*  
 I. *High school dropout rates*  
 J. *High school graduation rates*

<b>SUB-PRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including those in significant subgroups, will maintain attendance rates at 95% or better and decrease SART
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding. Provide parents with trimester attendance reports and inform parents of chronic absences.

<b>MEASURABLE OUTCOME</b>	Grove will maintain attendance rates of 95% or better as evidence by annual report and AERIES records.
<b>BASELINE PERFORMANCE LEVEL</b>	Grove currently has an attendance rate of 95.7%
<b>METHODS OF MEASUREMENT</b>	Annual report and AERIES records.
<b>SUB-PRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a school attendance rate of 95% or above.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide interventions for students who are absent for more than ten days for any reason (parent letter and parent meeting).  Grove will require in-house suspension with parents present for any truancy and will pursue SART and SARB consequences for chronic absences or tardiness.  Grove will address chronic absenteeism with SART parent meetings and referrals to SARB 100% of the time.
<b>MEASURABLE OUTCOME</b>	90% of students will have fewer than 10 absences in any school year.
<b>BASELINE PERFORMANCE LEVEL</b>	Grove has a less than 5% rate of absenteeism
<b>METHODS OF MEASUREMENT</b>	Annual report and AERIES records
<b>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will retain and promote 95% of middle school students
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will provide middle school orientation to 100% of incoming Grove students Grove will provide urgent remediation and intervention to at-risk middle school students as part of its mentor program.
<b>MEASURABLE OUTCOME</b>	95% of middle school students will be comprised of students who were enrolled in the previous year.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2013-14, 95.6% of students at Grove were previously enrolled.
<b>METHODS OF MEASUREMENT</b>	Students' re-enrollment documentation through AERIES and CALPADS
<b>SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a less than 5% drop out rate
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove provides high school orientation to 100% of incoming Grove High School students. Grove will provide urgent remediation and intervention to at-risk high school students as part of its mentor program.
<b>MEASURABLE OUTCOME</b>	Grove will maintain a high school dropout rate of less than 5% as evidenced in state reporting.
<b>BASELINE PERFORMANCE LEVEL</b>	Grove's state reported dropout rate for 2012 is 0.
<b>METHODS OF MEASUREMENT</b>	As evidenced in state reporting.
<b>SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Grove will maintain a high school graduation rate of 100% over four or five years of High School.
<b>ACTIONS TO ACHIEVE GOAL</b>	For all students including subgroups and unduplicated students as well as special education students, Grove will provide strong community, challenging curriculum, and academic support to promote graduation for eventual college enrollment eligibility.
<b>MEASURABLE OUTCOME</b>	Grove will track graduation rate of 100% using graduation records.
<b>BASELINE PERFORMANCE LEVEL</b>	Grove has a 2012 graduation rate of 100%
<b>METHODS OF MEASUREMENT</b>	Dataquest and state reporting services.

**STATE PRIORITY #6— SCHOOL CLIMATE**

*School climate, as measured by all of the following, as applicable:*

- D. *Pupil suspension rates*
- E. *Pupil expulsion rates*
- F. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

**SUB-PRIORITY A – PUPIL SUSPENSION RATES**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 – 19, for all students including numerically significant subgroups, Grove will implement strategies designed to ensure a minimal rate of student suspension for all grade levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	Grove will establish and disseminate clear expectations for student conduct and consistent consequences, including problem-solving strategies that support the

	<p>school's expectations. The school has clearly established tiers of intervention when challenging behaviors persist, with teachers and families working to manage student behavior issues and concerns.</p> <p>Grove provides IN HOUSE/IN CLASS SUSPENSION with parents present when necessary.</p>
<b>MEASURABLE OUTCOME</b>	Grove will maintain out of school suspension rates below 5% per year, as reported annually on SARC report.
<b>BASELINE PERFORMANCE LEVEL</b>	In reviewing historical SARC data, Grove has maintained a suspension rate of less than 1%.
<b>METHODS OF MEASUREMENT</b>	State reporting and Annual Report to The District as well as AERIES
<b>SUB-PRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 through 2019 for all students, including numerically significant subgroups, Grove will implement strategies designed to ensure a minimal rate of student expulsion for all grade levels.
<b>ACTIONS TO ACHIEVE GOAL</b>	In most extreme and/or persistent disciplinary instances where behavior is distracting the student and/or other students from learning, Grove will require an In-House Suspension with students and parents in class in school. This strategy is discussed with and supported by parents at the Parent Advisory Committee level.
<b>MEASURABLE OUTCOME</b>	Grove will maintain a less than 2% expulsion rate per year.
<b>BASELINE PERFORMANCE LEVEL</b>	Grove maintains an annual expulsion rate of less than 1%.
<b>METHODS OF MEASUREMENT</b>	State Reporting, Annual School Accountability Report Card, AERIES data
<b>SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	For 2014-15 through 2019, for all students including those in numerically significant subgroups, Grove will increase or maintain annually the proportion of students, parents and teachers who indicate a high sense of safety and high levels of student connectedness.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>The annual student, parent and teacher survey regarding school culture including safety and community connectedness will be published to stakeholders and issues identified in the survey will be addressed. Grove will address disciplinary issues early and will continue to enforce a zero tolerance policy for drugs, alcohol, bullying and violence.</p> <p>Grove will continue to promote community as one of its five ESLRS and will provide mentoring, the anonymous school tip line, active bystander training and other appropriate measures that promote school safety and connectedness.</p> <p>At the beginning of each school year, the annual orientation week will be used to</p>

	<p>establish school wide cultural norms and expectations. Follow up will occur with community meetings and annual student forum.</p> <p>Targeted intervention will be provided for students who demonstrate high levels of anti-social behavior.</p> <p>Annually, all school employees will be trained in the elements of the School Safe Plan. Students will participate in six Fire, Earthquake, and safety drills</p>
<b>MEASURABLE OUTCOME</b>	<p>100% of staff will participate in 3 hours or more of safety training, and maintain current first aid and CPR certification.</p> <p>Annual student, parent and teacher survey regarding school culture including safety and community connectedness will be published and included in annual district report</p> <p>Students will participate in six fire earthquake and safety drills annually</p>
<b>BASELINE PERFORMANCE LEVEL</b>	<p>In 2013, 100% of school staff participated in four hours of First Aid &amp; CPR training. In 2012, ten fire, earthquake or safety drills were conducted.</p> <p>All students participate in community orientation for three days at high school and middle school</p> <p>Monthly campus events were held throughout the year including back to school night, Back to school BBQ, dances, FFA and NHS events, holiday float building, parade participation, sports events, art exhibition, awards night, coffee house talent events, harvest festival, Renaissance Faire, dramatic presentations</p> <p>Students participate in community meetings daily and in whole school community group meetings annually</p>
<b>METHODS OF MEASUREMENT</b>	<p>Satisfaction surveys</p> <p>Attendance and participation in events as evidence of belonging and engagement</p>

**STATE PRIORITY #7— COURSE ACCESS**

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

*“Broad course of study” includes the following, as applicable:*

*Grades 7-12: English, mathematics, social sciences, science, foreign language(s), physical education, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	<p>For 2014-15 through 2019, all students, including students in numerically significant subgroups and unduplicated students, will have access to enroll in our Charter School and take part in the Montessori Curriculum which is aligned with current California state standards and includes and prepares students for college entrance and lifelong learning.</p> <p><b>Self-Expression</b>  Music  Language Arts  Art</p> <p><b>Psychic Development</b>  Moral (Character) Education  Mathematics  Languages (native and foreign)</p> <p><b>Preparation for Adult Life</b></p>
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	<p>The study of earth and living things  The study of human progress and the building up of civilization (science and technology)  The study of the history of humanity and literature</p> <p><b>Practical Considerations</b>  Practical Life Activities including internships, community service and participation in micro-economy</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p> <p>Grove will offer a variety of courses to prepare 7th-8th graders for the rigorous high school curriculum, in addition to a rich offering of hands-on agriculturally based science, and technology classes including metal shop, wood-shop, programming and robotics which are open to 7-12th grades.</p> <p>Grove requires that all students including student in significant subgroups and unduplicated students complete the UC A-G course requirements for entrance to the California Public University system in grades 9-12. The offerings available to high school students will be reviewed annually to ensure availability and access.</p> <p>Grove’s Advanced Placement offerings include classes in science, language arts, social studies, fine art and language, and are available to all students including student in significant subgroups and unduplicated students.</p> <p>Grove gives all students including students in significant subgroups and unduplicated students an opportunity to be involved in UC Approved Agriculturally based science (these courses fulfill the CTE requirement at UC and Cal State).</p> <p>Administration will review credentialing and course assignments annually</p> <p>Administration will review staff development goals and AMI /NAMTA course and workshop offerings annually as part of annual Professional Development and Goal setting conferences with staff. Offer staff development opportunities in Montessori methods as well as common core, and AP.</p>
<b>MEASURABLE OUTCOME</b>	<p>Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas.</p>
<b>BASELINE PERFORMANCE LEVEL</b>	<p>Grove’s annual graduation rate reflects the accomplishment of completion of A-G required courses.</p>
<b>METHODS OF MEASUREMENT</b>	<p>Student matriculation rates reflect completion of 7-9 courses and are available in the annual report to the district and will be maintained at 95% or better for middle school to high school matriculation.</p> <p>Grove's high school course offerings are available on AERIES and UC DOORWAYS and will reflect 100% compliance with A-G course offerings.</p> <p>Student, teacher, course, and grade level schedules will provide evidence of goal completion.</p>

**STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAIN: ENGLISH LANGUAGE ARTS**

*From the subject areas described above in #7, as applicable.*

*Grades 7-12: English, mathematics, social sciences, science, foreign language(s), physical education, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

**SUB-PRIORITY A - ENGLISH**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including students in numerically significant subgroups and unduplicated students, will make annual progress toward grade level proficiency in English Language Arts/Literacy.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All Students in grades 7-8, including students in numerically significant subgroups and unduplicated students, will participate in Readers Workshop, Writers Workshop, and Word Study programs. Instructional strategies implemented throughout Reading &amp; Writing Workshop include: small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student learning goals</p> <p>All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete four years of UC approved A-G English Language arts course requirements for entrance to the California Public University system.</p>
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric-assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled, including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p> <p>Annual course enrollment will be included in annual SARC report (available to the district)</p> <p>Annually, 85% of non-proficient students in grades 7 through 12, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level, will make an average of 3% or greater progress toward a score of Proficient on the CA Standardized Test (SBAC or other) in : English, mathematics, social sciences, science.</p>
<b>BASELINE PERFORMANCE LEVEL</b>	In 2013, 79% of students scored proficient or higher on the California Standards Test for English Language Arts
<b>METHODS OF MEASUREMENT</b>	CAASPP Score reports; evidence of student learning as demonstrated on Student Led Conference reports; Readers & Writers Workshop and English Class Assessments; Teacher observations, Assignment & project rubrics

**SUB-PRIORITY B - MATHEMATICS**

<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics using adopted State Common Core Standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students in grade 7-8 participate in ability-level Math class. Instructional strategies implemented include: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning. All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete four years of UC A-G Math course requirements (or two years of A-G math course requirements and two years of alternative Math) in order to be eligible for entrance to the California Public University system in grades.
<b>MEASURABLE OUTCOME</b>	Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations. Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in accountability system and included in annual report. Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually Annual course enrollment will be included in annual SARC report (available to the district) Annually, 85% of non-proficient students in grades 7 through 12, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level, will make an average of 3% or greater progress toward a score of Proficient on the CA Standardized Test (SBAC or other) in: English, mathematics, social sciences, science.
<b>BASELINE PERFORMANCE LEVEL</b>	In 2013, 43 % of students in scored proficient or higher on the California Standards Test for Mathematics.
<b>METHODS OF MEASUREMENT</b>	CAASPP Score reports; evidence of student learning as demonstrated on Student Led Conference reports; Math Class Assessments; Teacher observations, Assignment & project rubrics
<b>SUB-PRIORITY C – HISTORY- SOCIAL SCIENCE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, economics, civics and social science using current state standards and, as they are adopted, California State Common Core Standards.
<b>ACTIONS TO</b>	Using an integrated approach, students in grades 7-8 will study a blend of American

<b>ACHIEVE GOAL</b>	<p>history, world history, government, geography and economics using the CA History-Social Science Content Standards or currently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.</p> <p>All students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete three to four years of UC A-G History-social science course requirements in order to be eligible for entrance to the California Public University system in grades.</p>
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p> <p>Annual course enrollment will be included in annual SARC report (available to the district)</p> <p>Annually, 85% non-proficient students in grades 7 through 12, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level, will make an average of 3% or greater progress toward a score of Proficient on the CA Standardized Test (SBAC or other) in: English, mathematics, social sciences, science.</p>
<b>BASELINE PERFORMANCE LEVEL</b>	<p>In 2013, 77 % of Grove students scored proficient or advanced on the California Standards Test for History-Social Science.</p>
<b>METHODS OF MEASUREMENT</b>	<p>CAASPP Score reports; evidence of student learning as demonstrated on Student Led Conference reports; Social studies, history class assessments; Teacher observations, Assignment &amp; project rubrics</p>
<b>SUB-PRIORITY D - SCIENCE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and physical science using current state standards and, as they are adopted, California State Common Core Standards</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Utilizing an inquiry-based approach, students in grades 7-9 will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and</p>

	<p>analyzing data, and integrating skills and concepts as they apply to different subjects.</p> <p>All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will complete three to four years of UC approved A-G Lab Science courses in order to be eligible for entrance to the California Public University system in grades.</p>
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric-assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p> <p>Annual course enrollment will be included in annual SARC report (available to the district)</p> <p>Annually, 85% of non-proficient students in grades 7 through 12<sup>th</sup> including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level will make an average of 3% or greater progress toward a score of Proficient on the CA Standardized Test (SBAC or other) in : English, mathematics, social sciences, science.</p>
<b>BASELINE PERFORMANCE LEVEL</b>	In 2013, 85% scored proficient or advanced on the California Standards Test for Science.
<b>METHODS OF MEASUREMENT</b>	CAASPP Score reports; evidence of student learning as demonstrated on Student Led Conference reports; Science class assessments; Teacher observations, Assignment & project rubrics
<b>SUB-PRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	Using the California Content Standards for Visual and Performing Arts as a guide, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level appropriate essential skills and knowledge as well as artistic competencies and creative skills.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All Students in grades 7-8, including students in numerically significant subgroups and unduplicated students, will have the option to complete one or two years of visual and performing arts classes.</p> <p>All Students in grades 9-12, including students in numerically significant subgroups and unduplicated students, will be required to complete one year, and have the option to complete up to four years, of UC A-G approved Visual and Performing Arts courses.</p>

<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled, including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Students will take part in three sets of in classroom end of term assessments based on California Content Standards for Visual and Performing Arts. Students will be expected to pass the class with a 70% or better unless their IEP or 504 plan designates that they are eligible to pass with a 60%.</p>
<b>BASELINE PERFORMANCE LEVEL</b>	All students at Grove have completed the Visual and Performing Arts requirement for UC/CSU upon graduation for the last five years.
<b>METHODS OF MEASUREMENT</b>	All students will complete the Visual and Performing Arts requirement for UC/CSU.
<b>SUB-PRIORITY F – PHYSICAL EDUCATION</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	<p>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate essential skills and knowledge that are needed to maintain a physically active and healthy lifestyle.</p> <p>All students in grades 7 will show improvement in FITNESSGRAM by grade 9, mastering 5 of 6 standards.</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Students at Grove will have the opportunity to enroll in Physical Educations classes every year for up to six years. Students in grades 9-12 will be required to take two PE classes or demonstrate instructed physical education for the equivalent of two years of PE. Other options to promote essential skills and knowledge include team sports and instructed after-school activities, as well as workshops and electives throughout the year.</p> <p>Professional development will be required in 2014-15 for those administering the annual fitness assessments.</p>
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p> <p>Annual course enrollment will be included in annual SARC report (available to the district)</p> <p>Grove has two grade levels participating in FITNESSGRAM for 7<sup>th</sup> and 9<sup>th</sup>. Testing for other groups will be done on a Rubric Basis by the PE teacher during the CAASPP testing period</p>

	Students will take part in three sets of in-class end-of-term assessments based on California Content Standards for Physical Fitness. Students will be expected to pass the class with a 70% or better unless their IEP or 504 plan designates that they are eligible to pass with a 60%.
<b>BASELINE PERFORMANCE LEVEL</b>	FITNESSGRAM testing in 2012 indicated 31.4% of 7 <sup>th</sup> grade and 26.7% of 9 <sup>th</sup> grade Grove students were proficient in all six standards.
<b>METHODS OF MEASUREMENT</b>	FITNESSGRAM and in-class assessments as well as portfolio rubrics for Athletic Expected School wide Learning Result
<b>SUB-PRIORITY G – HEALTH</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students will master the Essential Health Concepts and skills, demonstrating their ability to analyze health influences, access valid health information, engage in interpersonal communication, decision making, goal setting, practice health-enhancing behaviors, and promote health in their communities.
<b>ACTIONS TO ACHIEVE GOAL</b>	Students will take a state-standards-based health course for the equivalent of one semester. Students will be exposed to healthy habits at school and will be given opportunities to build interpersonal communication, decision-making, goal setting and healthy behavioral skills in the context of their mentor group. Students will have the opportunity to promote health, in their school community and beyond, with opportunities for leadership and environmental stewardship.
<b>MEASURABLE OUTCOME</b>	Students will earn five credits in state-standards-based Health class as a requirement for graduation. Students will demonstrate mastery of essential health concepts in their portfolio reviews annually.
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Grove graduates demonstrate proficiency in a state-standards-based health course as a requirement for graduation.
<b>METHODS OF MEASUREMENT</b>	Annual review of AERIES data. Annual portfolio review of categories Athletics and Health, Community, Civics and Goal Setting. Rubric scores of these portfolio categories are entered in OARS by Mentors.
<b>SUB-PRIORITY H – FOREIGN LANGUAGES</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in a language other than English using World Language Standards and, as they are aligned, Common Core Language Standards, having completed three years of foreign language coursework prior to graduation .
<b>ACTIONS TO ACHIEVE GOAL</b>	With a focus on communication in a language other than English, Grove students will study a language other than English for a minimum of three years in grades 8-12 in a UC-AG approved course with a choice of further UC-AG study or alternative language study options following the required three years.

	The Grove language courses focus on Content, Communication, Cultures, Structures, and Settings. The categories are integrated in project-based and teacher-directed practice, and merge into instruction with conversational experience.
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 70% proficiency or above in all subjects in which the students are enrolled, including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p> <p>Annual course enrollment will be included in annual SARC report (available to the district)</p>
<b>BASELINE PERFORMANCE LEVEL</b>	All students have graduated from Grove having passed three years of UC-approved foreign language courses.
<b>METHODS OF MEASUREMENT</b>	All Grove students will be proficient in end of year level three foreign language assessments.
<b>SUB-PRIORITY I – APPLIED ARTS</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the option of taking one or two years of applied arts at Grove. Students who are enrolled in applied arts will demonstrate competency (70% or above).
<b>ACTIONS TO ACHIEVE GOAL</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the option of taking one or two years of applied arts at Grove. Courses may include ceramics, design, yearbook, photography or creative woodworking. Other applied arts options are offered as exploratory electives and are offered on a rotational basis. Students may enroll in up to two of these electives annually as their schedule permits.
<b>MEASURABLE OUTCOME</b>	<p>Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations.</p> <p>Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report.</p> <p>Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually</p>

	Annual course enrollment will be included in annual SARC report (available to the district).
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Junior High students (grades 7-9) and 50% of High School students are enrolled in applied arts classes and demonstrate competency at a rate of 70% or above.
<b>METHODS OF MEASUREMENT</b>	In class assessments and end of course assessments based on state standards for Applied Arts Education are used to establish competency. AERIES Data reporting and CALPADS data track enrollment and the SARC report.
<b>SUB-PRIORITY J – CTE</b>	
<b>GOAL TO ACHIEVE SUB-PRIORITY</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to applied science and California Technical Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity for enrollment in Occupations Science Classes (grades 7-9) and UC- AG approved Agricultural Science Classes (grades 9-12).
<b>MEASURABLE OUTCOME</b>	Individual student progress in all courses will be monitored through progress reports (twice monthly) as well as two annual student-led conferences with rubric assessed portfolio presentations. Grove students' rubric scores will reflect an overall average of 80% proficiency or above in all subjects in which the students are enrolled including core academics as well as physical education, visual and performing arts, applied arts, and career technical education as evidenced in OARS accountability system and included in annual report. Staff enrollment in professional development and annual staff in-service plan will be included in board report (available to the district) annually Annual course enrollment will be included in annual SARC report (available to the district).
<b>BASELINE PERFORMANCE LEVEL</b>	100% of Jr. High students in grades 7-9 and 50% of High School students are enrolled in CTE classes and demonstrate competency at a rate of 70% or above.
<b>METHODS OF MEASUREMENT</b>	In-class assessments and end-of-course assessments based on state standards for Career Technical Education are used to establish competency. AERIES data reporting and CALPADS data track enrollment and the SARC report.

The Charter School affirms that its methods for measuring pupil outcomes for State Priorities, as described above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

## **B. Methods to Assess Pupil Progress Towards Meeting Outcomes**

### **1. Core Subject Assessments**

Outcomes in core subjects will be measured according to competency goals outlined in the state standards documents for individual subjects. In addition, students must demonstrate mastery in all core subjects. "Mastery" will be defined as evaluations and grades of 70% or better in all year-end competency reviews, portfolios, and tests.

Performance standards and assessments for students with special needs will be adapted as appropriate to their Individualized Education Plans. Performance standards and assessments for English Language Learners will be in accordance with the state adopted English Language Development standards and CELDT results.

Portfolios with rubrics will be assessed according to school-wide standards with input from teachers across all content areas.

## **2. Other Outcome Assessment Measures**

Students shall also be evaluated based upon the following test and demonstration measures. Pupil outcomes will address state content and performance standards:

- **Competency Demonstrations:** With input from the student, his or her mentor shall determine an appropriate method of demonstrating and presenting the student's educational progress in a particular subject area. Competency tests may include research papers, journal commentary, or other form of documentation or reflection of the student's educational experience.
- **Statewide Standardized Achievement Tests:** Standardized achievement tests will be administered annually to all students to monitor student progress and evaluate the teaching effectiveness of the Charter School. Where required, all other state performance standards and assessments will be conducted, including California High School Exit Examinations.
- **Senior Project/Capstone Project:** Prior to moving to the High School, Junior High students will complete a Capstone project that will showcase competencies that they have mastered during their junior high school years. Prior to graduation, High School students must complete a senior project. The senior project will be evaluated (using the Senior Project Rubric) by the student's mentor, other educators, and community members.
- **Portfolio with Rubrics:** Students will maintain a comprehensive portfolio of work in each area of study which demonstrates progress in skill and acquisition of knowledge. The portfolio will contain the student's reflective writing about his or her learning experiences, along with evidence of competency gained. Portfolios with rubrics have been standardized and developed for both the junior and senior high school levels. Portfolios may be comprised of mixed media, or power point presentations, including

slides, tapes or videotapes that document the student's learning experiences. Portfolios will be reviewed by mentors, parents and students twice a year, and will be a prerequisite for matriculation and graduation.

- **Semiannual Competency Review:** Students will be reviewed at the end of each trimester and will receive a written report indicating competencies attempted and competencies achieved and credits earned as well as a written review of the student's portfolio. These reports will become part of the student's permanent record and used to determine a student's placement on academic probation, if applicable. Please see Appendix F for a sample transcript, trimester grade report, and progress report.
- **Annual Self-Evaluation:** Students at the junior and senior high school levels will perform an annual self-evaluation along guidelines developed by the core teachers. This will become part of the student's permanent record.
- **Annual Peer and Service Review:** Students will perform and receive an annual peer review after a presentation of their service projects to students at their grade level. The students' community service will be assessed by the supervisor of their service site and discussed by the peer review team at this time.

<b>STUDENT OUTCOMES Junior High Level (Grades 7-9)</b>		
<b>Student Outcomes</b>	<b>Curricula</b>	<b>Assessment</b>
Academic Outcomes Competency in:  Math, Social Studies, Science and Language Arts	The Grove School Courses (STANDARDS BASED) Integrated through the Humanities and Farm Occupations	Classroom Evaluations – (percentage and narrative evaluations at 70% or above) State Standardized Tests Semiannual Portfolio Review (With a rubric score of 2.5 or better) Annual self-evaluation Capstone Project (grade 9)
Development of Community Skills  Occupations (farm related practical life skills)	Community Service (30 hours annually) Extra-Curricular Involvement (participating in one or more option per year) Interdisciplinary Projects	Narrative Evaluation Annual peer and service review – with Rubric score of 2.5 or better Biannual portfolio review with Rubric score of 2.5 or better Annual self-evaluation
Athletic Competency	The Grove School Courses Community Service Internship	Classroom Evaluations – Percentage (70% or better) and narrative evaluations

	Extracurricular activities Internships	State Standardized Test (7 <sup>th</sup> and 9 <sup>th</sup> grade) Semiannual Portfolio Review Competency Demonstrations Annual self-evaluation
Technology Outcomes	Integration of skills and expectation of competency throughout the core classes. Individual Study Community Service Internship	Classroom Evaluations – Percentage (70% or better )or narrative evaluations Semiannual Portfolio Review with Rubric score of 2.5 or better Annual school wide tech-survey Competency Demonstrations Annual self-evaluation

<b>STUDENT OUTCOMES</b> <b>High School Level (Grades 10-12)</b>		
<b>Student Outcomes</b>	<b>Curricula</b>	<b>Assessment</b>
Academic Outcomes Competency in Math, Social Studies, Science and Language Arts.	The Grove School Courses (Standards Based) Off Campus Classes Individual Study	Grades and Narrative Evaluation: <ul style="list-style-type: none"> <li>• Progress Reports (2 per month)Quarter Reports</li> </ul> State Standardized Tests including EAP Optional Tests: AP Semiannual Portfolio Review Senior Project (for grade 12) Competency Demonstrations Annual self -evaluation
Development of Community Skills	Community Service Extra-Curricular Involvement (minimum of one activity annually) Interdisciplinary Projects	Annual peer and service review Biannual portfolio review Annual self-evaluation Senior Project (Grade 12)
Development of Citizenship Skills	The Grove School Courses Community Service Internship Extra-curricular involvement Interdisciplinary Projects	Classroom Evaluations – Grades and Narrative Evaluation: <ul style="list-style-type: none"> <li>• Progress Reports (2 per month)</li> <li>• Quarter Reports</li> </ul> Biannual Portfolio Review

		Senior Project (Grade 12) Competency Demonstrations Annual self-evaluation
Athletic Competency	The Grove School Courses Community Service Internship Off Campus Courses Extracurricular activities Internships	Classroom Evaluations – Grades (C or better)and Narrative Evaluation: <ul style="list-style-type: none"> <li>• Progress Reports (2 per month)</li> <li>• Quarter Reports</li> </ul> Semiannual Portfolio Review Senior Project (grade 12) Competency Demonstrations Annual self -evaluation
Technology Outcomes	The Grove School Courses Off Campus Classes Individual Study Community Service Internship	Classroom Evaluations – Grades (C or better)and Narrative Evaluation: <ul style="list-style-type: none"> <li>• Progress Reports (2 per month)</li> <li>• Quarter Reports</li> </ul> Semiannual Portfolio Review Annual school wide tech-survey Senior Project (grade 12) Competency Demonstrations Annual self -evaluation

### 3. Plan for Implementation of Common Core State Standards-Aligned Assessments and Smarter Balanced Assessment Consortium Testing

The Grove School’s in-house assessments are already CCSS-aligned. Our teachers have been using these methods and the CCSS standards for ELA and Math since summer 2013. The Grove has been using running records, portfolios, and student presentations for many years and students develop their own critical thinking questions during Socratic seminar where each student writes text based questions at each level (factual, interpretive and evaluative). The good questions make it onto the tests, with additional questions added by the teacher. There are rubrics for evaluation of most student projects, and peer review (student to student) is often done in addition to teacher review. The Grove will continue to update and expand these efforts as new state standards roll out, but so far CCSS is already aligned with the Montessori program as implemented at The Grove. Appendix D contains an example of the scope and sequence for ELA and Algebra standards alignment.

The Grove School’s technology plan and implementation of SBAC testing is as follows:

- A half time tech specialist was hired to help meet the demands of technology for our school's testing program. We are adding 10 hours to her schedule so that she will be on-site every day but Friday.
- Grove's Technology Committee has been meeting about SBAC since last year. Our Tech specialist, administration and committee members are continuing to meet on a monthly basis.
- We began with a purchase of 30 Chromebooks and field tested them in classrooms for six months. They have fulfilled our expectations.
- We have purchased 60 new Chromebooks this fall and are getting them formatted for testing now.
- We signed up with CDE to be a pilot site for SBAC testing and are scheduled to test in April.
- Our test site coordinator has been attending Webinars to learn about new testing protocols.
- The Grove conducted an in-service with the pilot SBAC test for teachers in January and will follow up next month with our teacher meeting. Teachers are currently working on mastering all of the toggles.
- We are using Chromebooks in classrooms now to familiarize all students with the hardware and platforms of Google Chrome.
- We use technology across the curriculum and all students have access to laptops. This helps with familiarity and students are comfortable with spreadsheets, reading tables and typing short and long answers.
- Our Jupiter/Juno system was implemented last year to help students to become familiar with online testing. Each teacher is required to do one Juno test each trimester to help build familiarity.

#### **4. Other Reports Compiled by School**

In order to assess student and school-wide outcome goals, the Charter School shall annually collect, analyze, and report to the Board of Directors all relevant student outcome assessment information. The “Data Team” meets quarterly to go over data and update OARS, while uploading teacher assessment outcomes as well as multiple measures including attendance and mentor grades. This information assessment includes, but shall not be limited to, the following:

- Aggregated student competency evaluations compared over time
- An Annual Program Report will be completed by the Charter School and submitted to the District and the Charter School’s Board of Directors.
- The Grove School student results annually through the School Accountability Report Card (“SARC”), in compliance state law and ESEA criteria. The SARC includes pertinent facts and data about The Grove School is be made available to the public as required by law.

- Local Control Accountability Plan (“LCAP”). The Grove School will provide the District with an LCAP on or before July 1, 2014, using the LCAP template as adopted by the State Board of Education.

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, The Grove School will produce an LCAP, which shall update the goals and annual actions identified in Element I of this charter, using the LCAP template adopted by the State Board of Education. The Grove School shall submit the LCAP to the District and the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by The Grove School at the school site.

In accordance with Education Code Section 47606.5(e), The Grove School shall consult with teachers, administrators, staff, parents/guardians, and students regarding the development of the annual Local Control Accountability Plan (“LCAP”), by inviting their attendance at an open school forum, which shall occur during a meeting of The Grove School Board of Directors. The open forum shall be widely advertised to all relevant members of our school community. The Grove School shall also solicit written comments and suggestions regarding the annual LCAP via our annual parent and student surveys, and other avenues such as direct email to The Grove personnel. A sample parent survey (not yet updated for LCAP) is included as Appendix G.

#### **4. Annual Program Report**

An Annual Program Report will be completed by the Charter School and submitted to the District and the Charter School’s Board of Directors. The Annual Program Report will include:

- An analysis of student performance as well as The Grove School’s Measurable Pupil Outcomes
- A summary of decisions and policies established by the Charter School’s governing board for the past year
- Data on parent involvement in the Charter School’s governance, and summary data from parent and student surveys
- Summary of student performance on school determined curricular assessments
- Summary of student performance on state mandated tests
- Summary of student performance on end of course assessments and multiple assessments
- Data regarding the number of staff working at the Charter School and their qualifications
- The most recent copy of the Charter School’s health and safety policies
- Information demonstrating the means used to achieve a racially and ethnically balanced student population
- An overview of the Charter School’s admission policies during the year and data regarding the numbers of students enrolled, the number on waiting lists, the number and

names enrolled under “Montessori preference,” and the numbers of students expelled or suspended over the year.

## **5. Annual Site Visitation Process and Protocol**

The Grove School and Redlands Unified School District will jointly develop an annual site visitation process and protocol that will enable the District to gather information necessary to confirm the School’s performance and compliance with the terms of the charter. However, The Grove School recognizes the right of the District to make random, periodic inspections under Education Code Section 47607 and the right to make reasonable requests for information pursuant to Education Code Section 47604.3 to which the Charter School shall respond promptly.

#### **IV. GOVERNANCE STRUCTURE**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

The Grove School operates as a nonprofit California Public Benefit Corporation pursuant to applicable California law.

The Grove School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by The Grove School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix H please find The Grove School's Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.

##### **Board of Directors**

The Grove School is governed by a corporate Board of Directors ("Board" or "Board of Directors") according to its adopted corporate bylaws, which shall align with the terms of this charter.

All Board meetings shall be conducted according to the terms and procedures of the Ralph M. Brown Act (Government Code Section 54950 *et seq.*), including posting of all Board of Directors' meeting agendas on The Grove School's website pursuant to Government Code Section 54954.2(a). The Board of Directors is fully responsible for the operation and fiscal affairs of The Grove School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of The Grove School.
- Hire, promote, discipline and dismiss all employees of The Grove School after consideration of a recommendation by the Principal.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.

- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration.
- Approve annual independent fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established. Any action by the Board of Directors regarding finances can only take place at a duly agendized meeting. In accordance with Education Code Section 47604.32(d), the District is responsible for monitoring the fiscal condition of The Grove School.

The Charter School has adopted a Conflicts Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Appendix H.

The Board of the Charter School shall be composed of a minimum of nine (9) and a maximum of fifteen (15) directors, and shall include at least the following:

1. Parents (2)
2. Member of the post-secondary educational community (1)
3. Teachers (2)
4. Community Member (1)
5. Charter School Administrator (Principal) (1)

A minimum of one director amongst the above categories shall hold a Montessori credential. Parents are elected by the Parent Advisory Committee, and teachers are elected by the Faculty Advisory Committee. The members of the post-secondary educational community and community-at-large shall be elected by the Board.

One representative of the District may at its sole discretion sit on the Board in accordance with Education Code Section 47604(b).

Each director shall hold office unless otherwise removed from office in accordance with the corporate bylaws for three (3) years and until a successor director has been appointed or elected as required by the position.

The current Board includes the following members:

<b>Name</b>	<b>Category</b>	<b>Current Term</b>
Leela Madhava Rau	Chairperson/Post-Secondary	July 1, 2013 – June 30, 2016
Ellen Weisser	Vice-Chair/Community	July 1, 2012 – June 30, 2015
Gena Engelfried	President/Head of School	July 1, 2011 – June 30, 2014
Doug Claflin	Finance Chair/Parent	July 1, 2011 – June 30, 2014
Cheri Dawes	Secretary/Community	July 1, 2011 – June 30, 2014
Bill Maury-Holmes	Parent Representative	July 1, 2013 – June 30, 2016
Walt Johnson	Parent Representative	July 1, 2013 – June 30, 2016
Margie Armantrout	Community Member	July 1, 2011 – June 30, 2014
Ed Murphy	Parent Representative	July 1, 2012 – June 30, 2015
Melanie Knypstra	Teacher Representative	July 1, 2013 – June 30, 2016
Andrew Christopherson	Teacher Representative	July 1, 2011 – June 30, 2014

### **The Principal (Head of School)**

The Principal is the leader of The Grove School. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to The Grove School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission.
- Supervise and evaluate teachers and staff.
- Communicate and report to the Charter School Board of Directors.
- Oversee school finances to ensure financial stability.
- Participate in and develop professional development workshops as needed.
- Serve or appoint a designee to serve on any committees of the Charter School.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District.
- Identify the staffing needs of the Charter School and offer staff development as needed.
- Maintain up-to-date financial records.
- Ensure that appropriate evaluation techniques are used for both students and staff.

- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media.
- Encourage and support teacher professional development.
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District.
- Provide all necessary financial reports as required for proper attendance reporting.
- Develop the school annual performance report and the SARC.
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.
- Manage student discipline, as necessary participate in the suspension and expulsion process.
- Participate in IEP meetings as necessary.

### **Parent Participation in The Grove School**

The Charter School supports the parents, faculty and students to maintain advisory committees to the Governing Board.

The parent advisory committee is currently known as The Grove School Parent Advisory Committee (PAC). Its primary duty is to elect parents/guardians who will serve as directors on the Board and to represent the parent community and its needs to the administration and the governing board. The PAC works with the school administration to insure that student needs are equitably met, that facilities are safe and provide equal access and that communication between school and home is effective and frequent. The PAC shares ideas and concerns with the administration and the governing board twice a month at PAC and Board Meetings which are attended by both PAC representatives and the school administrator.

In addition, parents/guardians are strongly encouraged to fulfill thirty (30) hours of service annually per student. This service takes many forms: classroom/office volunteer hours, facilities maintenance, board or committee work, field trip supervision, etc. The Charter School's goal is to empower parents in the educational process as partners in their children's education. Parents are encouraged to become active in developing their students' learning plans and in assisting to develop the Charter School's curriculum, evaluation process, and other programs. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of participation. In addition, the Charter School also consults with the parent advisory committee on a regular basis regarding the Charter School's educational program and policies.

## **Organization Chart**

Please see Appendix I for a copy of The Grove School's organization chart.

## V. EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

### **Administrators**

The Principal at the Charter School possesses leadership abilities and a comprehensive educational vision that is consistent with the Charter School's commitment to the Montessori educational method.

The Charter School's Head of School (Principal) must possess a California State Administrative credential, or demonstrate a combination of education and experience that are equivalent to this credential. Administrative duties will encompass both the junior and senior high school programs. Please see Appendix J for a copy of the Head of School's job description.

### **Core/College Prep Teachers**

The Grove School shall hire and employ a teaching staff who hold California teaching credentials, permits, or other appropriate documentation issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(1). These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the District. Teachers will be educators with an understanding of Montessori education and a genuine interest in self-directed learning. These teachers will demonstrate proven, in-depth knowledge of the needs of adolescent students. Teachers will meet the *highly qualified* requirements of the Elementary and Secondary Education Act.

Each student will be assigned a mentor teacher who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions for that student. These teachers will teach core subjects, which at a minimum will include the subjects of social studies, mathematics, sciences, languages, and the arts. Individuals who do not hold a valid teaching credential of an appropriate type shall not teach core or college preparatory courses. Instructional aides shall possess the education requirements of the Elementary and Secondary Education Act.

### **Adjunct Faculty and Non-Core Course Instructors**

Non-core course teachers and adjunct faculty are professionals and/or experts in their field. They also possess the willingness and the expertise to impart their knowledge to secondary school age students. These individuals include, but are not limited to, professors, interns and emeriti from local universities, local business people, professional artists, writers, scientists, and health-care professionals. In accordance with Education Code Section 47605(1), The Grove School acknowledges it is the intent of the Legislature that charter schools be given flexibility with regard to credentialing requirements for instructors of non-core, non-college preparatory courses.

## **Support Staff and Other Personnel**

The Grove School retains and employs non-instructional staff members including secretarial, data entry and accounting personnel who possess the experience and expertise appropriate for the position as outlined in the Charter School's staffing plan and personnel policies.

## **Employee Evaluation Procedures**

The Board has established policies and procedures for the performance evaluations of faculty and staff. The purpose of these performance evaluations is to promote greater accountability, which may lead to beneficial changes in professional practice and improved student achievement.

## **Professional Development**

Each year, as a function of the annual evaluation process, faculty and staff outline goals and work with administration to create a professional development plan. The plan may include training or attendance at Montessori conferences, orientations or courses and/or other outside training (e.g. AP training or courses in instructional methodology or technology). In addition, the school provides a week of “in-service” training and hosts outside experts in technology, curriculum and instruction and special services as well as an annual safety training.

## **Employee Rights**

Grove School personnel, including teachers, shall be at will employees of the Charter School and may be subject to termination at any time with or without cause and with or without notice. The Grove School Employee Handbook sets forth the basis for personnel discipline. Nothing in the handbook shall be construed as providing any employee with a permanent position with the Charter School.

## **VI. HEALTH AND SAFETY PROCEDURES**

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

The Grove School has adopted and implemented a comprehensive set of health, safety and emergency policies, included in Appendix K. These policies have been developed in consultation with the Charter School's insurance carriers and address the following:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy by evaluating personnel records and report to the Charter School Board of Directors on a quarterly basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Grove School will comply with confidential information destruction, storage, dissemination, auditing, background, and training requirements as set forth in Education Code Section 44237(n)(4).

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

## **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Grove has an on-call contract with a registered nurse who has trained staff members in administration of medication, but does not have a health care staff member who administers medication to students. There are two designated health clerks for Grove. One at each campus.

## **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

## **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

## **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall.

## **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. Current Grove facilities as well as the refurbishment of the Barton School House are compliant with the American with Disabilities Act, local building / safety codes, zoning, and asbestos screening laws.

### **Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies. Please see Appendix L for a copy of The Grove School's comprehensive complaint policies.

## VII. RACIAL AND ETHNIC BALANCE

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

The Grove School will offer open enrollment to all students regardless of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will endeavor to recruit a diverse student population from Redlands and the surrounding community. It is also the Charter School's intention that its students understand and value its mission and be committed to its instructional and operational philosophy.

In order to achieve a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the District, The Grove School will implement a student recruitment strategy that includes the following:

- An enrollment time line and process that allows a broad-based recruiting and application process.
- Distribution of promotional and informational material designed to inform and promote the Charter School to diverse racial and ethnic groups in the District.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District.

For additional information, please see our Enrollment and Outreach Plan in Appendix B. The Principal shall review student demographic data on a regular basis to ensure the school is meeting its commitment to a racial and ethnic balance and make recommendations to the Board of Directors, as necessary, regarding adjustment of the above recruitment strategies.

## **VIII. ADMISSIONS REQUIREMENTS**

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

The Grove School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Grove School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into The Grove School. The Grove School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Admission to The Grove School will be gained through a publicized open enrollment period. The Grove School will actively recruit a diverse student population from the district and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy.

Admission to the Charter School shall be open to any resident of the State of California., in grades 7-12. If the number of students applying for enrollment exceed capacity, enrollment, except for existing pupils, shall be determined by public random drawing ("lottery"). Prospective students and their parents/guardians must agree to the following:

- To participate in an informational orientation meeting regarding the Charter School at which time its educational mission and student and parental duties and responsibilities will be discussed.
- All required application materials must be returned to the Charter School in a timely manner (including immunization and health records).
- The student must take responsibility for his or her education and be an independent and self-motivated learner while at school.
- The student must uphold the conditions detailed in the Student Handbook and as set forth in the informational interview.
- Both student and parent/guardian must complete a written contract with the Charter School and agree to follow its rules and be committed to its goals, objectives and mission statement.

The Grove School has established an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: 1) outreach, 2) orientation and informational briefings for parents and students, 3) admissions application period, 4) an admissions lottery if necessary,

and 5) enrollment. The Charter School will fill vacancies or openings that become available after this process through the use of a wait list established from the admissions lottery.

In the event that the number of students seeking admission exceeds the Charter School's maximum enrollment, The Grove School shall grant preference in the lottery to students in the following order:

1. Children of The Grove School faculty who are residents of the District
2. Children of The Grove School faculty who are not residents of the District
3. Siblings of current students at The Grove School who are residents of the District
4. Siblings of current students at The Grove School who are not residents of the District
5. Students who reside within the attendance boundaries of Mission Elementary School
6. Students with prior Montessori experience who are residents of the District
7. Students with prior Montessori experience who are not residents of the District
8. All other District residents
9. All other applicants

“Faculty” is defined as full-time teaching faculty/staff who work 30 hours or more per week at The Grove School.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

## **IX. FINANCIAL AUDITS**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

An annual independent financial audit of the books and records of The Grove School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## **X. PUPIL SUSPENSION AND EXPULSION PROCEDURES**

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

Administration and teaching staff at the Charter School maintains a comprehensive set of policies which reflect the expectations for student behavior and academic progress. Expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits are clearly defined in the Charter School Student Handbook. Before admission, each student will read the Handbook and agree in writing to abide by it. The Charter School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

### **Suspension and Expulsion Policy and Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has accounted for the safety and health of the Charter School's staff, visitors, and students, and reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Charter School ensures that non-English speaking parents/guardians and students are informed of the school's disciplinary policies, procedures, and their due process rights during a 90-minute orientation meeting prior to enrollment, followed up by a Parent Advisory Committee-developed group forum at the beginning of the year. Translators are also available for these meetings.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will

result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and

without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended

pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense, unless the student requests, in writing, that the hearing be postponed. The student is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Board of Directors.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing. Individuals in attendance at the closed session shall include Board of Directors, members of the Administrative Panel (if applicable), all appropriate and necessary Charter School personnel, the student, the student's parent(s)/guardian(s), and the student's representative(s).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or

influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **I. Written Notice to Expel**

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for

in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;  
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

8. In accordance with Education Code Section 47646(a) and (b), 20 U.S.C. Section 1413(a)(5) and 34 C.F.R. Section 300.209(b), as Grove is categorized as a public school of the District for purposes of special education, the District shall serve children with disabilities attending the Grove in the same manner as the District serves children with disabilities in its other schools, including in cases where a student with disabilities is expelled from the Grove. Further, and in accordance with the Grove's Charter and the MOU governing special education between the Grove and the District, the Charter School shall immediately notify the District and coordinate the procedures in its suspension/expulsion policy with the District regarding the discipline of any student with a disability. Accordingly, the Grove would not proceed with an expulsion that was not fully vetted by the District as a participant in the IEP meeting which conducts a manifestation determination.

## **XI. EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

All employees at The Grove School will have the option, where applicable, to participate in the State Teachers' Retirement System (STRS) or the Public Employees Retirement System (PERS) as applicable to their position. All employees not eligible to participate in STRS or PERS shall participate in federal social security. The Charter School retains the option to offer access to other non-profit tax-sheltered annuity retirement programs. The Principal shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

## **XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

### **XIII. EMPLOYEE RETURN RIGHTS**

*Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

#### **District Employees**

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

#### **At-will Employment Status**

All Charter School personnel, including teachers, shall be at will employees of the Charter School and may be subject to termination at any time with or without cause and with or without notice. The Grove School Employee Handbook sets forth the basis for personnel discipline. Nothing in the handbook shall be construed as providing any employee with a permanent position with the Charter School.

#### **Work Year/Leaves**

At a minimum, the Charter School shall operate for the same number of calendar days as the district schools. In addition, the Charter School will meet all state requirements for instructional minutes. The policies and procedures related to employee leave entitlement are included in the employee handbook provided to each employee.

#### **XIV. DISPUTE RESOLUTION PROCEDURES**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The Grove School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. As stated in Education Code Section 47605(b)(5)(N), a “dispute” shall involve any matter relating to the provisions of this charter.

In the event of a dispute between The Grove School and the District, Charter School staff, employees and Board members of The Grove School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of The Grove School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, The Grove School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of The Grove School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and The Grove School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and The Grove School.

**XV. DECLARATION OF PUBLIC SCHOOL EMPLOYER**

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). The Charter School recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

## **XVI. CLOSURE PROCEDURES**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Board of Directors and the Principal as the entity and person responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the San Bernardino County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified

Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to the Redlands Unified School District or to a nonprofit fund, foundation or corporation which is organized and operated exclusively for public or educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code and which has established its 501(c)(3) tax-exempt status. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **XVII. ADDITIONAL REQUIRED CHARTER LANGUAGE**

### **A. Budgets and Financial Reporting**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as Appendix M, please find The Grove School's revised six-year (2013-14 to 2018-19) budget, and cash-flow. Appendix N includes The Grove School's Local Control Funding Formula ("LCFF") funding calculations. These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

### **B. Insurance**

The Grove School maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and The Grove School's insurer. The District Board of Education is named as an additional insured on all policies of the Charter School. Attached, as Appendix O, please find The Grove School's current Certificate of Insurance.

### **C. Term of Charter**

This Charter's first term commenced on August 16, 1999 and was renewed on August 16, 2004. The Charter's second renewal term was August 16, 2009 through August 16, 2014. The current renewal charter term shall be from July 1, 2014 through June 30, 2019.

### **D. Administrative Services**

*Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

The Grove School provides its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own appropriately qualified staff.. At this time, The Grove School does not contract for services with a third party provider.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. Pursuant to Education Code Section 47613(f), "revenue of the charter school" means the general purpose entitlement and categorical block grant as defined in Education Code Section 47632(a) and (b).

### **E. Facilities**

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

The Grove School is located at two campuses one block apart in facilities rented by the Charter School. The Farm School is located at 1126 Iowa Street and serves grades 7-9. The High School Program, serving grades 10-12, which also houses The Grove School's administrative offices, is located at 200 Nevada Street in Redlands. Please see Appendix P for copies of our current facilities leases.

The 200 Nevada Street facility is a leased two-story building that consists of 7 classrooms, commercial kitchen, office and conference room space. The building is equipped with an ADA-appropriate elevator. Also, the Grove operates the 4 classrooms and auxiliary learning space located on approximately 9-1/2 acres at 11126 Iowa Street on land formerly known as the Van Grouw Dairy and which is now part of Heritage Park.

The growth proposed in this Charter will be limited by the existing facilities and the addition of 4 additional classrooms in the refurbished Barton School House. The refurbishing will also

provide additional conference room space as well as a second kitchen and multipurpose space. See Appendix Q for a draft plan of the Barton School House project and surrounding campus. Funding for the refurbishment has been through grant writing and investment from the school's funds. Additional funding is forthcoming through partnerships with local organizations to create matching funds to complete the project.

The following are the potential currently anonymous donors that are expected to complete the transfer of funds in late 2013 and early 2014.

Donor 1: \$100,000  
Donor 2: \$250,000  
Donor 3: \$350,000 match

If the donation funds are not forthcoming then the growth plan for students and facilities will be placed on hold.

#### **F. Transportation**

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

#### **G. Attendance Accounting**

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

#### **H. Reporting**

The Charter School will provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47604.32.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## **I. Potential Civil Liability Effects**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Grove School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Grove School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of The Grove School.

The corporate bylaws of The Grove School provide for indemnification of The Grove School's Board, officers, agents, and employees, and The Grove School maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and The Grove School's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of The Grove School.

The Grove School Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **J. Indemnification**

The Grove School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter District and District Personnel) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, The Grove School's performance under this MOU, the Charter or any acts or errors or omissions by The Grove School or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns; provided, however, that Grove School shall not have any obligation to indemnify, hold harmless or defend the District and/or

District Personnel against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the Grove School's performance under this MOU, resulting from or arising out of the negligence or intentional acts, errors or omissions of the District and/or District Personnel of District and/or District Personnel.

The District shall indemnify, hold harmless, and defend Grove School, its trustees, officers, employees and agents against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against Grove School, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the District's performance under this MOU, the Charter, or any acts or errors or omissions by the District and/or District Personnel; provided, however, that District shall not have any obligation to indemnify, hold harmless or defend the Grove School, its trustees, officers, employees and agents against and from any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against Grove School or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the District's performance under this MOU, resulting from or arising out of the negligence or intentional acts of the Grove School, its trustees, officers, employees and agents.