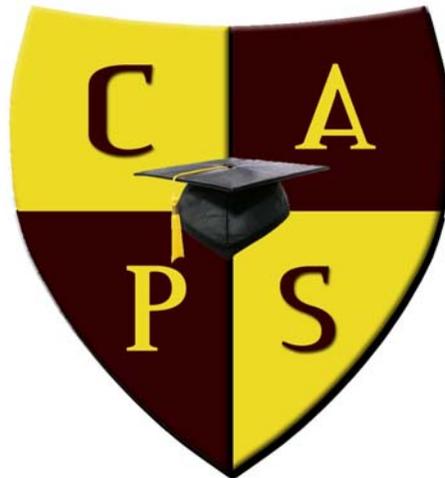


**Cornerstone Academy Preparatory
School
Charter Renewal Petition**



**Respectfully submitted to the
Franklin-McKinley School District
Term of Charter: July 1, 2015-June 30, 2020**

**Contact: Shara Hegde, Executive Director
shegde@cornerstoneacademysj.org
408-361-3876**

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January 13, 2015

Dr. John Porter
Superintendent
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

Dear Dr. Porter:

We hereby submit this petition for renewal of Cornerstone Academy Preparatory School, and request that the staff review and the governing board of the Franklin-McKinley School District approve renewal of the charter pursuant to the process and timelines specified in Education Code § 47605. We look forward to continuing a positive and lasting relationship between Cornerstone Academy Preparatory School and the Franklin-McKinley School District.

The petition contains all compulsory elements and demonstrates that Cornerstone Academy Preparatory School meets and exceeds the charter renewal criteria. Cornerstone Academy is requesting **Expedited Renewal** per Franklin-McKinley School District's Renewal Guidelines which state:

“If the division’s review of the school’s prior accomplishments reveals that the school has already amassed a sufficient track record to merit a positive renewal recommendation prior to the final year of the charter, then the school is assigned to the Expedited Renewal pathway. In addition to meeting Criterion 1: Minimum Standard for Charter Renewal, these schools have demonstrated high levels of performance in each of the four areas of Criterion 2: Sound Educational Program and Capacity to Implement (Student Achievement and Educational Performance; Governance and Organizational Management; Operations; and Fulfillment of the Charter)”

Per these guidelines, Cornerstone Academy Preparatory School has met the Minimum Standards for Charter Renewal and has demonstrated high levels of performance in each of the four areas of Criterion 2: Sound Educational Program and Capacity to Implement: Student Achievement and Educational Performance; Governance and Organizational Management; Operations; and Fulfillment of the Charter.

As the Executive Director of Cornerstone, I will serve as the group’s liaison for all communications during the review and renewal process. We understand that a public hearing will be held within 30 days of receiving this petition, as required by state law, and that a decision to renew the charter will occur within 60 days. Please do not hesitate to contact me if you or any other board members have any questions or concerns. We would be pleased to meet with you to resolve or answer any outstanding questions or concerns prior to the hearing.

Thank you for your support,

Shara Hegde
Executive Director
Cornerstone Academy Preparatory School

January 13, 2015

Mr. Rudy Rodriguez
Board President
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

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Thank you for your support,

Shara Hegde
Executive Director
Cornerstone Academy Preparatory School

Legal Affirmations and Assurances

Cornerstone Academy Preparatory School (“Cornerstone Academy”) hereby certifies that the information submitted in this application for the renewal of a California public charter school named Cornerstone Academy is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Franklin-McKinley School District and this renewal application does not constitute the conversion of a private school to the status of a public charter school.

Further, we understand that if awarded a charter renewal:

- Cornerstone Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. **[Ed. Code § 47605(d)(1)]**
- Cornerstone Academy will not charge tuition. **[Ed. Code § 47605(d)(1)]**
- Cornerstone Academy will not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, perceived sexual orientation, home language, disability or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. **[Ed. Code § 47605(d)(1)]**
- Cornerstone Academy will meet all statewide standards and conduct the student assessments required, pursuant to **Ed. Code § 60605** and **60851**, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. **[Ed. Code § 47605(c)(1)]**
- Cornerstone Academy will be deemed the exclusive public school employer of the employees of Cornerstone Academy for purposes of the Educational Employment Relations Act. **[Ed. Code § 47605 (b)(5)(O)]**
- Cornerstone Academy will admit all students who wish to attend Cornerstone Academy, subject only to capacity, in which case a public random drawing will be held. **[Ed. Code § 47605(d)(2)(A)-(B)]**
- Cornerstone Academy will adhere to Section 504 of the Rehabilitation Act of 1974 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”).
- Cornerstone Academy will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. **[Title 5 California Code of Regulations § 11967.5.1(f)(5)(c)]**
- Cornerstone Academy will ensure that Cornerstone Academy’s teachers 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. [Ed. Code § 47605(1)]

- Cornerstone Academy will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by **Ed. Code § 47612.5(a)(1)(A)-(D)**.
- If a pupil is expelled or leaves Cornerstone Academy without graduating or completing the school year for any reason, Cornerstone Academy will notify the superintendent of the school district of the pupil's last known address within 30 days (if Cornerstone Academy does not use the school district's student information system), and will, 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. [Ed. Code § 47605(d)(3)] This paragraph applies only to pupils subject to compulsory full-time education pursuant to **Ed. Code §48200**.
- Cornerstone Academy will not require any child to attend or any employee to work at the charter school.
- Cornerstone Academy will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Cornerstone Academy will on a regular basis consult with its parents and teachers regarding its education programs. [Ed. Code § 47605(d)(3)]
- Cornerstone Academy will comply with any jurisdictional limitations to locations of its facilities.
- Cornerstone Academy will comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school, the student is not over the age of 22 years and making satisfactory progress toward high school diploma requirements.
- Cornerstone Academy will comply with all applicable portions of the No Child Left Behind Act.
- Cornerstone Academy will comply with the Brown Act.
- Cornerstone Academy will comply with the Public Records Act.
- Cornerstone Academy will comply with the Political Reform Act.

- Cornerstone Academy will comply with the Family Educational Rights and Privacy Act.
- Cornerstone Academy will meet or exceed the legally required minimum of school days.
- Cornerstone Academy will maintain all necessary and appropriate insurance coverage at all times.
- Cornerstone Academy accepts and understands its obligations to comply with specific sections of the **Ed. Code §47611** (STRS) and **§ 41365** (Revolving Loan Fund).
- Cornerstone Academy will admit a child the age of five on or before December 2 of the current school year as the minimum for kindergarten. [**Ed. Code § 48000**]
- Cornerstone Academy's practices will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. [**Ed. Code § 60044**]
- Cornerstone Academy will follow any and all other federal, state, and local laws and regulations that apply to California charter schools and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.

Shara Hegde, Executive Director

Accountability Plan

As a public charter school, Cornerstone Academy holds high standards for academic achievement, financial management, and parent satisfaction. Cornerstone Academy's Board of Directors holds the Executive Director accountable for student achievement. The achievement of Cornerstone Academy students is measured in both growth and absolute measures and is compared to the achievement of selected Franklin-McKinley district schools that are similar in demographics and other characteristics. In examining the success of Cornerstone Academy during this renewal process, a group of comparison district schools have been selected. These comparison schools will be:

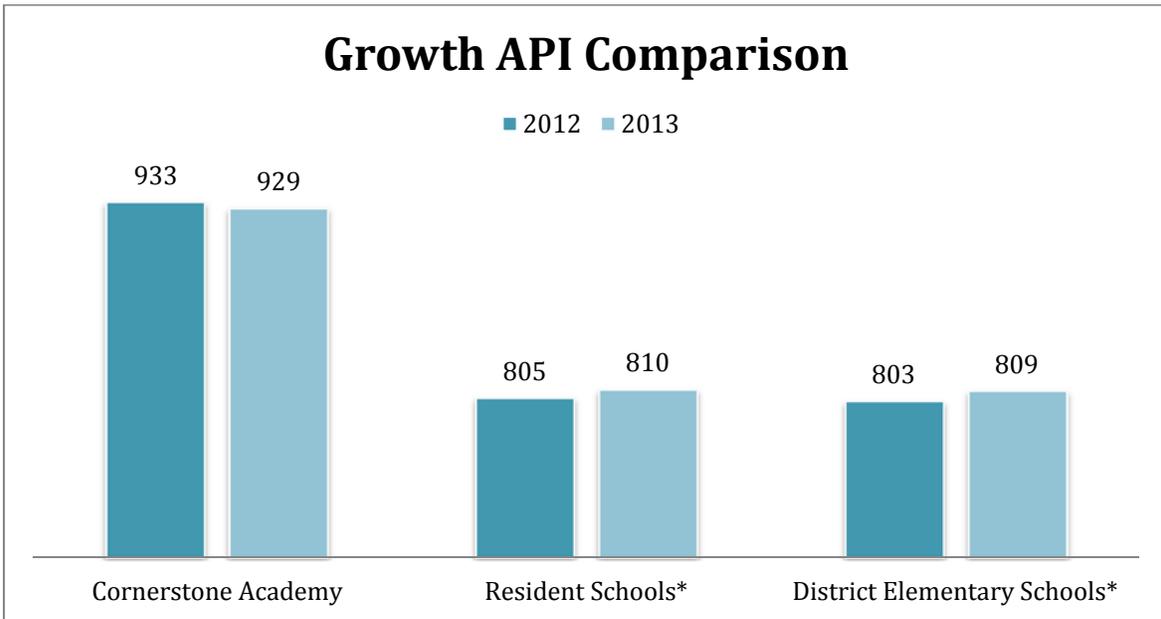
1. The residence district schools Cornerstone Academy students would otherwise attend, as determined by the students' addresses. The district schools most represented at Cornerstone Academy are selected as comparison schools.
2. The district schools of similar demographic characteristics to Cornerstone Academy. Demographically similar schools are selected by using a modified version of the formula utilized by the state for creating its Similar Schools list.

School Name	Comparison
Dahl Elementary	District/Resident
Daniel Lairon Elementary	District
Franklin Elementary	District/Resident
G. W. Hellyer Elementary	District/Resident
Jeanne R. Meadows Elementary	District/Resident
Los Arboles Elementary	District/Resident
McKinley Elementary	District/Resident
Ramblewood Elementary	District/Resident
Robert F. Kennedy Elementary	District/Resident
Rocketship Mosaic Elementary	District
Santee Elementary	District/Resident
Shirakawa Elementary	District/Resident
Stonegate Elementary	District/Resident
Success Academy	District
Voices College-Bound Language Academy	District
Windmill Springs Elementary	District/Resident

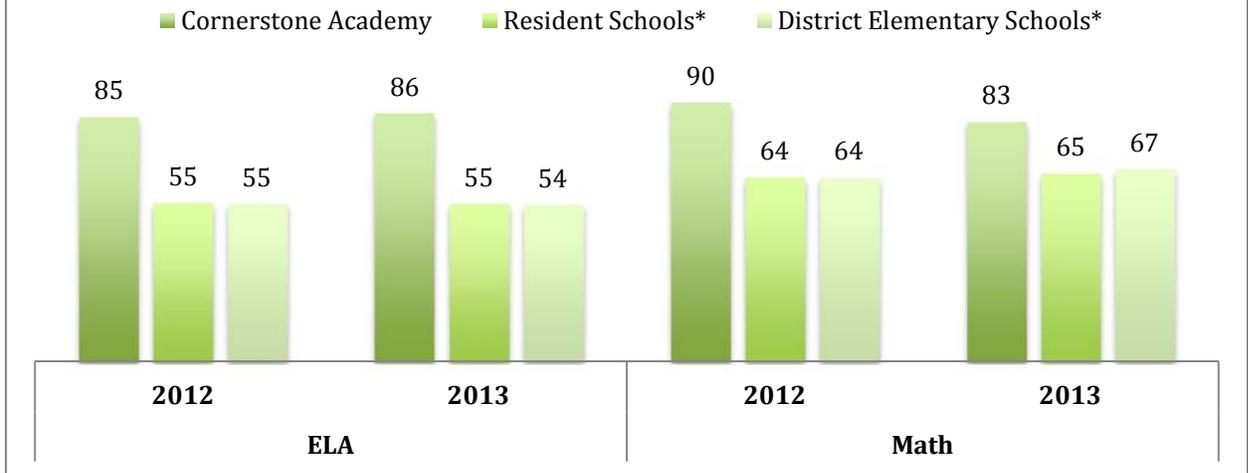
Growth in student achievement is the primary renewal measure used to determine whether the school has been an academic success. The academic growth of Cornerstone Academy students is measured annually against the growth of comparison schools. Cornerstone Academy has met all of the following benchmarks either in the previous year or in two of the previous three years:

1. Cornerstone Academy has met or exceeded the API target set by the state of California each year.
2. Cornerstone Academy's API growth is 1.25 times the median growth of the comparison schools.
3. Cornerstone Academy's API growth for all subgroups is 1.25 times the median growth of the comparison schools.
4. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
6. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

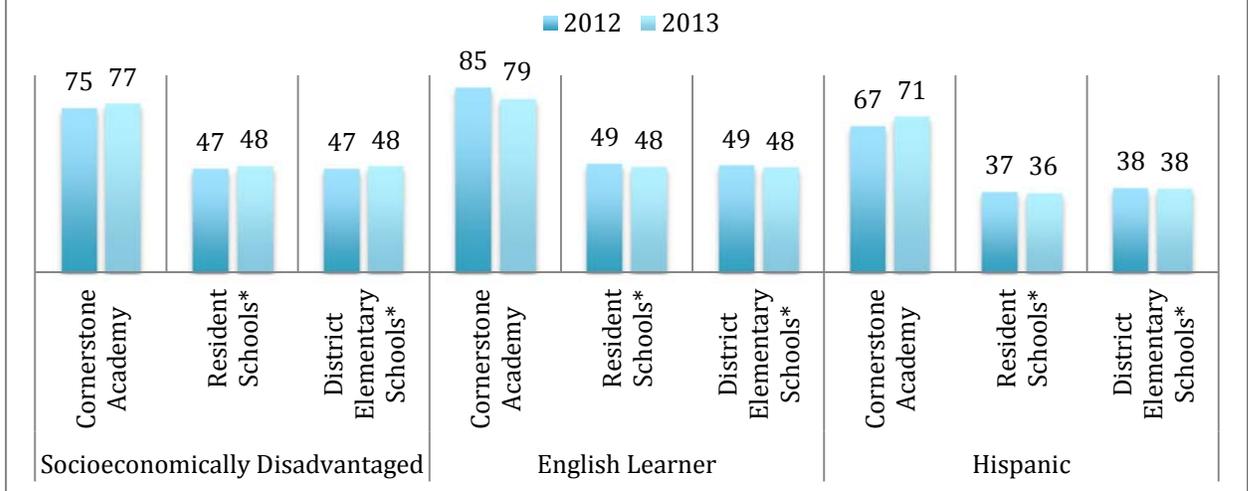
Analysis



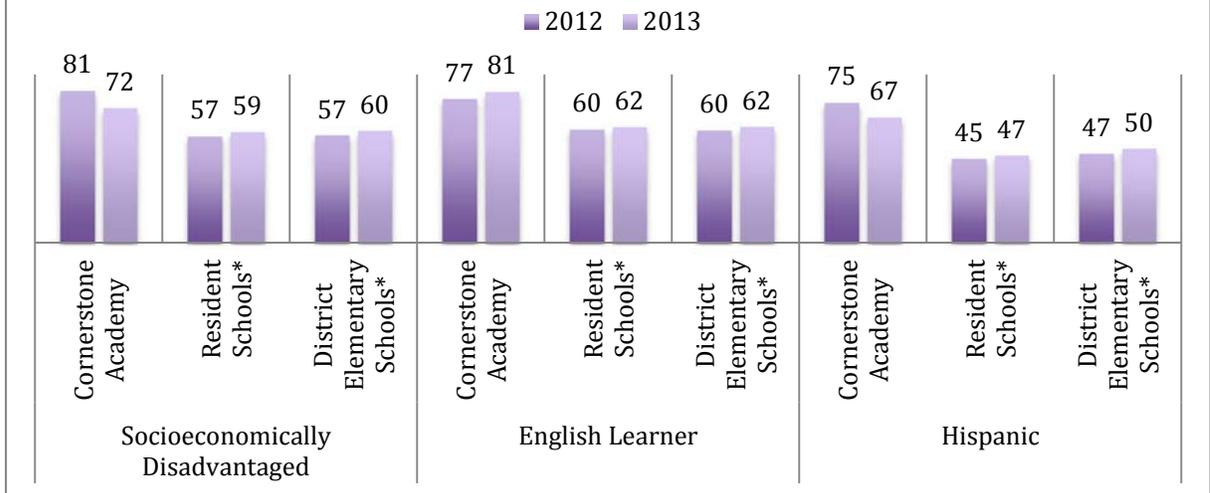
AYP Percent Proficient Comparison



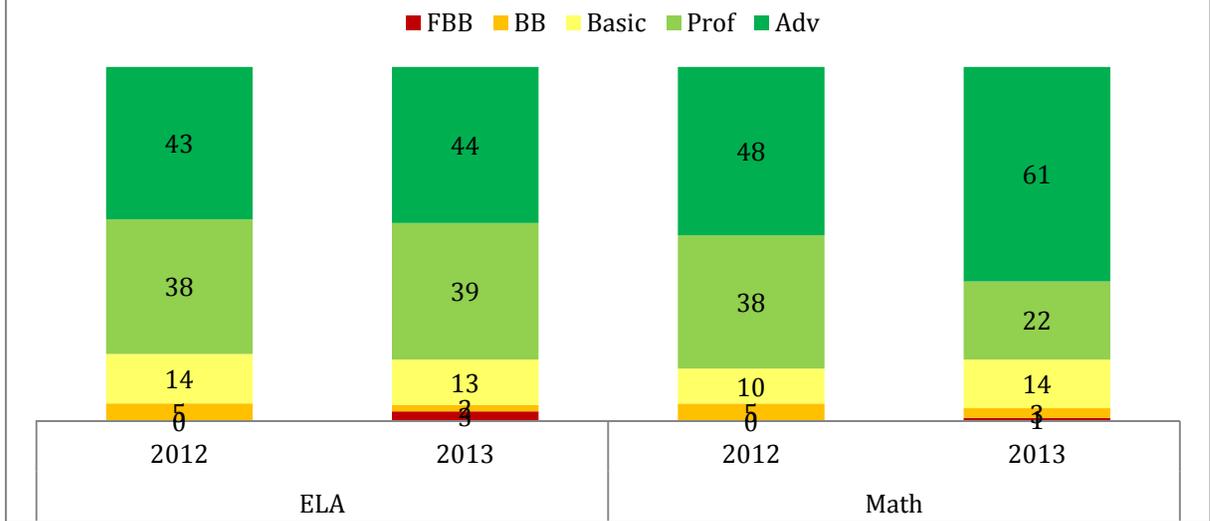
AYP ELA Percent Proficient Comparison by Subgroup



AYP Math Percent Proficient Comparison by Subgroup

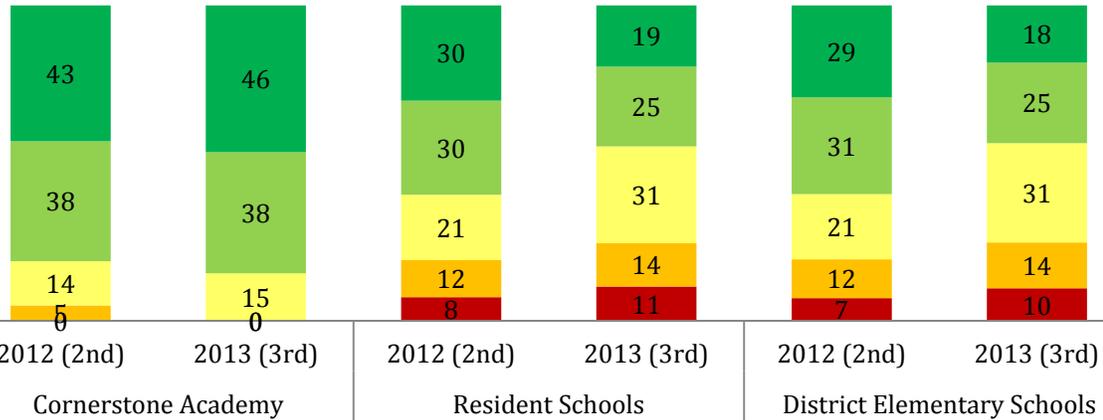


Cornerstone Academy CST School-Wide Performance



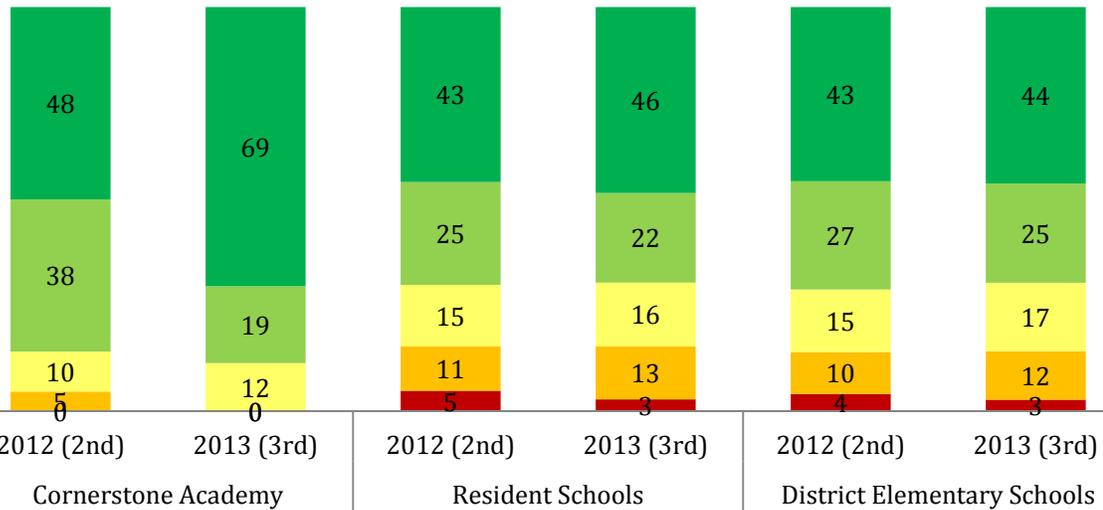
CST English Language Arts Un-Matched Cohort Comparison

■ FBB
 ■ BB
 ■ Basic
 ■ Prof
 ■ Adv

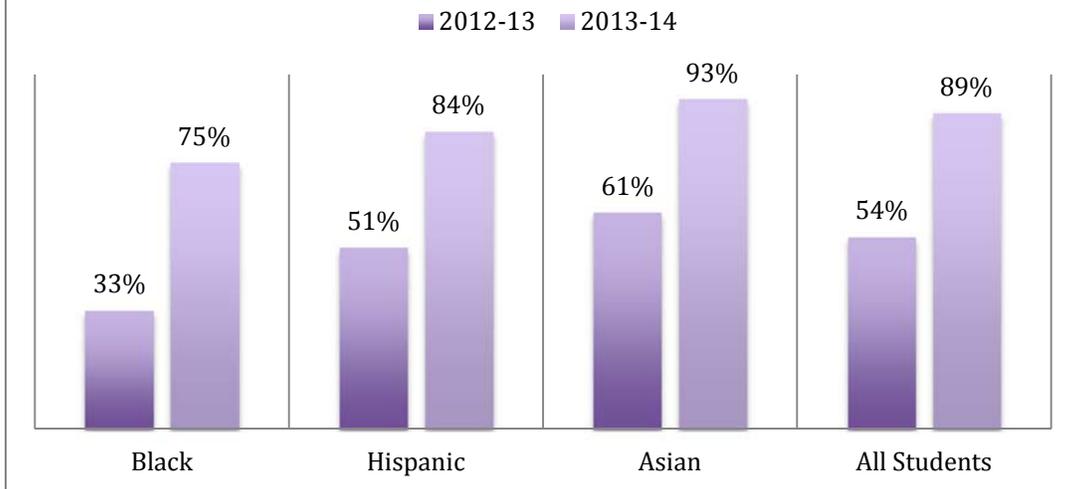


CST Math Un-Matched Cohort Comparison

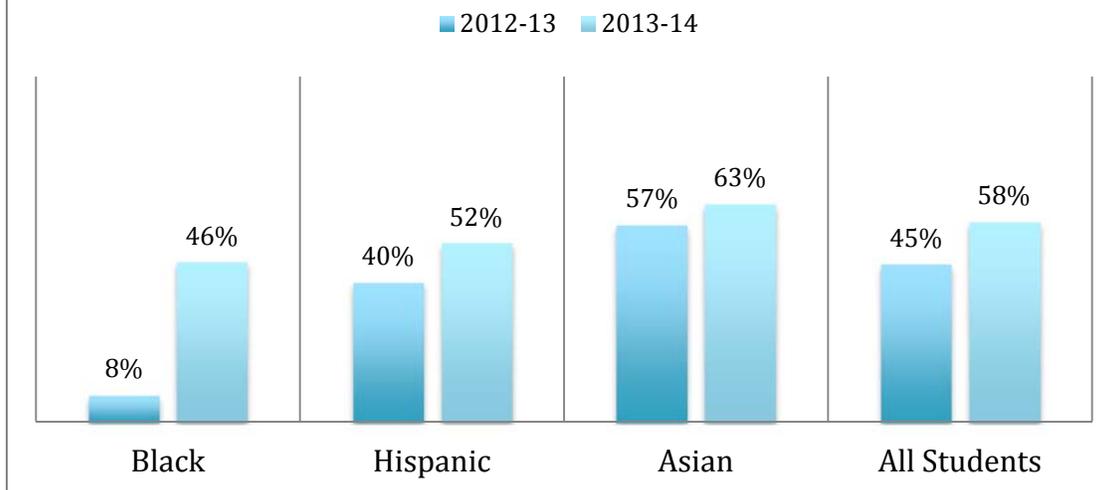
■ FBB
 ■ BB
 ■ Basic
 ■ Prof
 ■ Adv



NWEA Math: Met Fall to Spring Growth Target

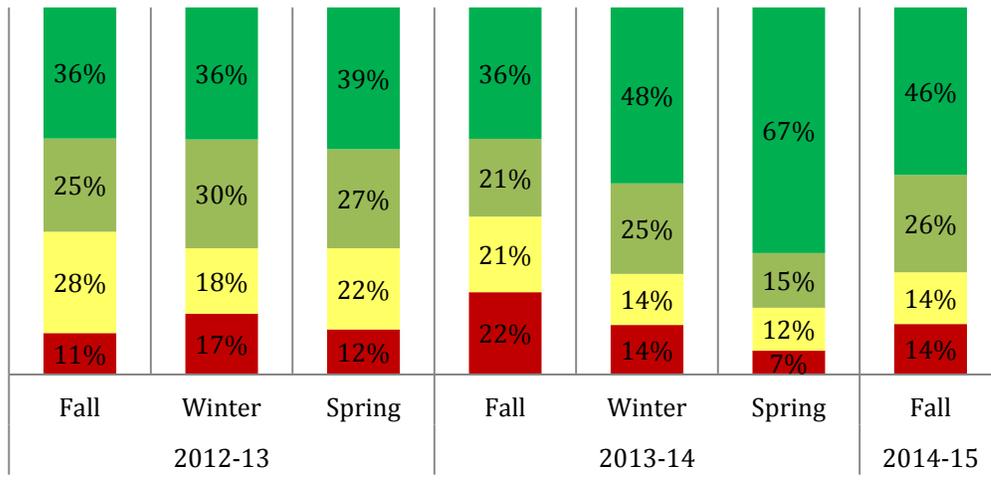


NWEA Reading: Met Fall to Spring Growth Target



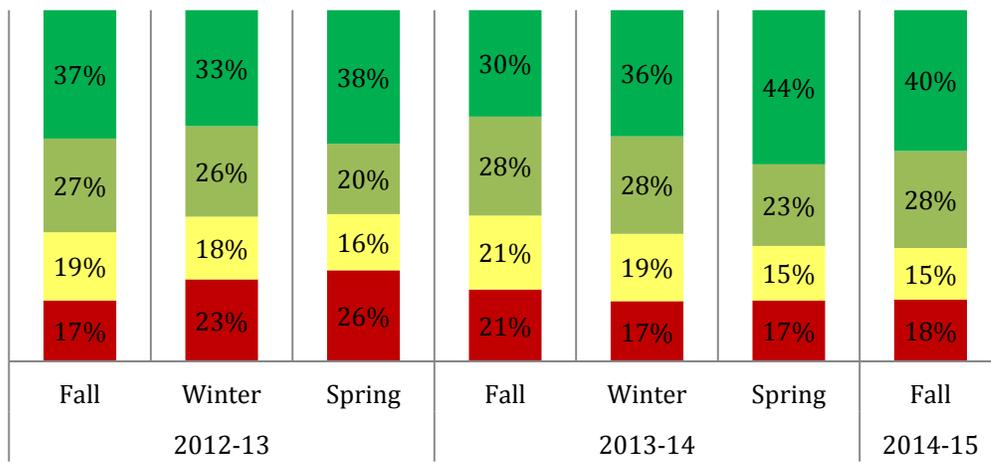
NWEA Math Quartile Comparison by Administration

■ Quartile 1
 ■ Quartile 2
 ■ Quartile 3
 ■ Quartile 4



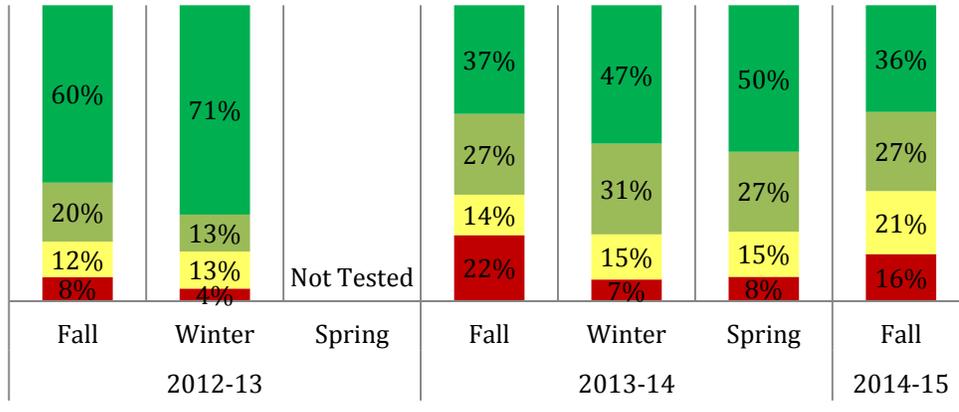
NWEA Reading Quartile Comparison by Administration

■ Quartile 1
 ■ Quartile 2
 ■ Quartile 3
 ■ Quartile 4



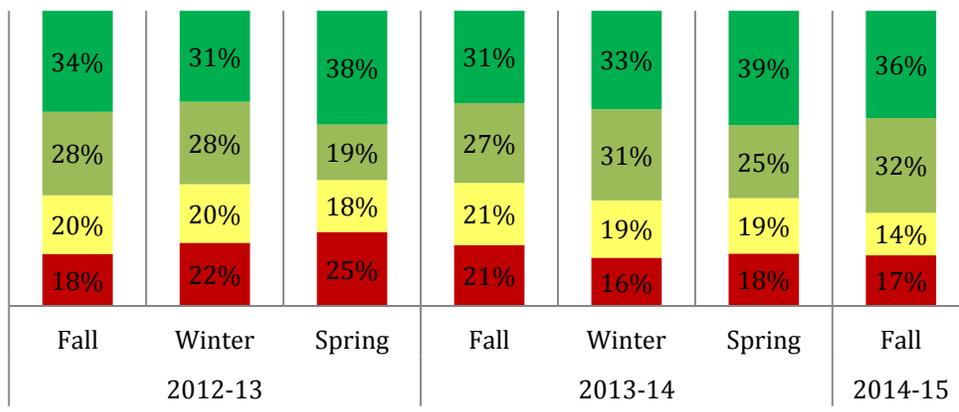
NWEA Language Quartile Comparison by Administration

■ Quartile 1
 ■ Quartile 2
 ■ Quartile 3
 ■ Quartile 4



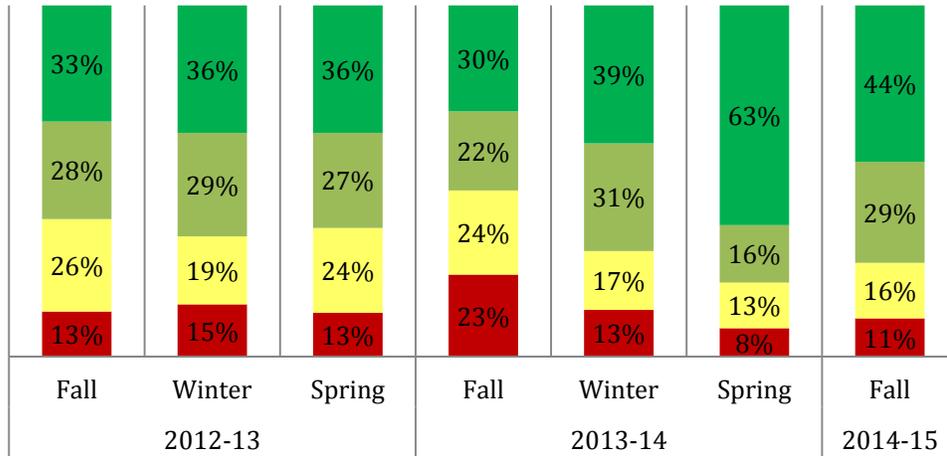
NWEA Reading Quartile Comparison: Students Enrolled 3 Years

■ Quartile 1
 ■ Quartile 2
 ■ Quartile 3
 ■ Quartile 4



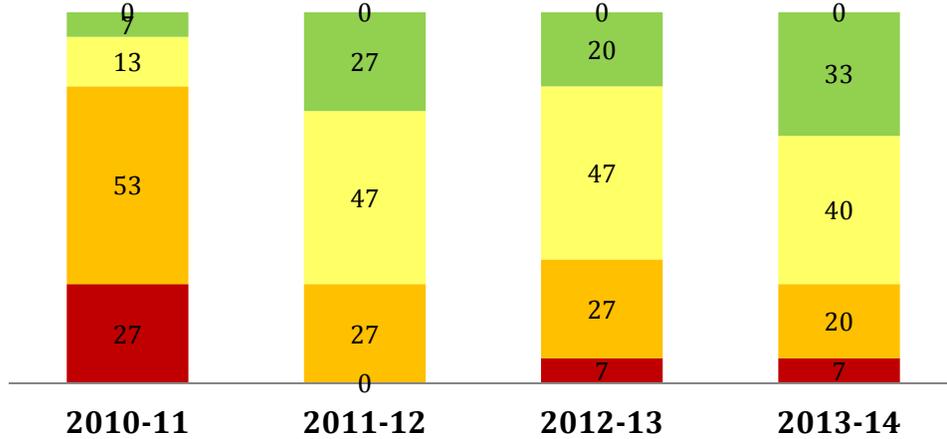
NWEA Math Quartile Comparison: Students Enrolled 3 Years

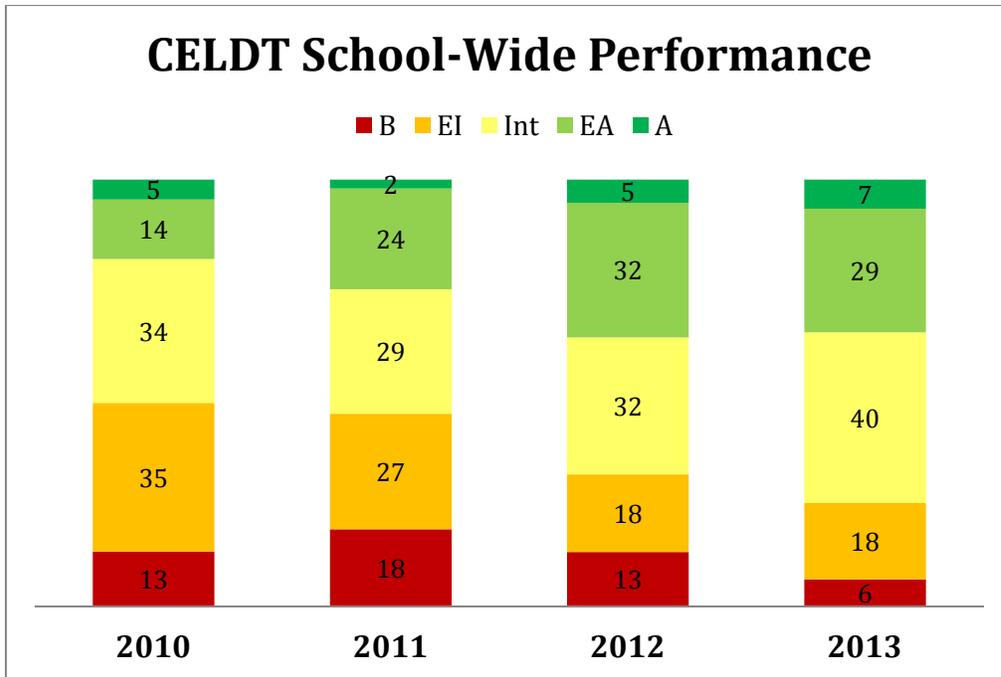
■ Quartile 1
 ■ Quartile 2
 ■ Quartile 3
 ■ Quartile 4



CELDT: Students Enrolled 4 for Years

■ B
 ■ EI
 ■ Int
 ■ EA
 ■ A





In addition, Cornerstone Academy also defined the following goals in the original Charter Petition:

Goal: Students will be proficient and improved readers of the English Language.
Measure: At least 95% of eligible students will take the CST ELA exam in 2 nd through 6 th grade.
Outcome/Analysis: 100% of eligible students took the CST in ELA in 12-13
Measure: The percentage of Cornerstone Academy students who sustain a CST ELA score of Proficient or Advanced in 2 nd through 6 th grade will meet or exceed the defined yearly targets under NCLB.
Outcome/Analysis: The NCLB target for 12-13 in ELA is 89.2%P/A and in Math 89.5%P/A. Cornerstone Academy 2 nd graders had 82% P/A in ELA and 81% P/A in math, falling slightly under the NCLB targets. Cornerstone Academy 3 rd graders had 84% P/A in ELA and 88% P/A in math, again falling slightly under the NCLB targets.
NCLB's target for API score in 2012-13 is 770 and Cornerstone's API score is 929, far exceeding the target.
Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Cornerstone Academy students on the Stanford 10 Reading Test will average 5 percentiles per year until the average percentile score reaches 75.
Outcome/Analysis: As mentioned in our last two annual reports, Cornerstone Academy made a shift from the Stanford 10 exam to Northwest Educational Associates Measure of Academic Progress (NWEA MAP) in 2012-13. The reason for this switch is to accommodate the state's transition to the Common Core Standards. NWEA MAP focuses on the CA Common Core Standards and is a sound, reputable measure of student growth

used by numerous schools across the state.

In 2013-14, we administered the NWEA MAP test in Reading, Math, and Language.

	% Meeting or Exceeding RIT Growth Goal		
	Math	Reading	Language
Kindergarten	90%	90%	
1st	97%	78%	
2nd	88%	45%	
3rd	86%	69%	68%
4th	100%	81%	96%

- 92% of scholars met NWEA MAP Math Growth Goals
- 75% of scholars met NWEA MAP Reading Growth Goals
- 83% of scholars met NWEA MAP Language Growth Goals

Goal: Students will demonstrate proficiency and improvement of skills and content knowledge in mathematics.

Measure: At least 95% of eligible students will take the CST Math exam in 2nd through 6th grade.

Outcome/Analysis: 100% of eligible students took the CST in Math in 12-13

Measure: The percentage of Cornerstone Academy students who sustain a CST Math score of Proficient or Advanced in 2nd through 6th grade will meet or exceed the defined yearly targets under NCLB.

Outcome/Analysis: The NCLB target for 12-13 in ELA is 89.2% P/A and in Math 89.5% P/A. Cornerstone Academy 2nd graders had 82% P/A in ELA and 81% P/A in math, falling slightly under the NCLB targets. Cornerstone Academy 3rd graders had 84% P/A in ELA and 88% P/A in math, again falling slightly under the NCLB targets.

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- 92% of scholars met NWEA MAP Math Growth Goals
- 75% of scholars met NWEA MAP Reading Growth Goals
- 83% of scholars met NWEA MAP Language Growth Goals

Goal: English Language Learners will demonstrate proficiency in the English language.

Measure: 80% of students classified as English Language Learners will increase by at least one ELD level per year as demonstrated by CELDT scores, redesignation data, and teacher assessments.

Outcome/Analysis: In 2013-14, 72 of 106 non-kindergarten English Learners increased by at least one ELD level, and 52 of 106 non-kindergarten English Learners were reclassified as Fluent English Proficient.

Goal: Cornerstone Academy will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Measure: Budgets for each school year will demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by a yearly balanced budget submitted to Franklin-McKinley School District or other appropriate authorities.

Outcome/Analysis: Cornerstone Academy is in a stable financial position as evidenced by the multitude of budgets submitted to FMSD over the past four years.

Measure: External, annual audit reports will meet or exceed professional accounting standards.

Outcome/Analysis: Cornerstone Academy received an unqualified audit every year from 2010-11 to 2013-14

Goal: Cornerstone Academy parents will demonstrate high satisfaction with the academic program.

Measure: 80% of Cornerstone Academy parents will take an annual survey measuring

parent satisfaction and 85% of parents taking the survey will indicate a high level of satisfaction with the school's academic program.

Outcome/Analysis: 231 Cornerstone Academy families responded to the annual survey given in 13-14. 96% of respondents reported that they were satisfied or very satisfied with the overall program at Cornerstone Academy.

Goal: Cornerstone Academy will demonstrate strong annual attendance.

Measure: Student daily attendance will average 95% in each school year.

Outcome/Analysis: Student daily attendance has consistently been at or over 95% annually for the past four school years.

Accomplishments

In its first 5 year charter, Cornerstone Academy has accomplished the following:

- 1) **2014 California Distinguished School** – Cornerstone Academy was named a 2014 California Distinguished School by the California Department of Education. Cornerstone’s two signature practices, having a consistent school culture of high expectations across the school and engaging teachers in a robust cycle of instructional coaching, were affirmed by the DOE’s recognition.
- 2) **Member of the Excellent Schools Network** – Cornerstone Academy joined the Excellent Schools Network (ESN) in 2013-14. The ESN is a select group of independently run schools, founded through the Building Excellent Schools Fellowship, that leverage their success to achieve greater results, grow wisely, and transform education for more students in more schools. In order to join the network, schools undergo a rigorous two day audit from network officials on the five key design elements of ESN schools: Culture, Rigor, Time, Data, and Talent. As a result of this affiliation with ESN, Cornerstone Academy has received access to outstanding professional development given by the ESN and top school leaders within the network, including Executive Coaching and Emerging Leadership Development. Additionally, Cornerstone Academy has a larger network of school to collaborate with in order to increase student achievement.
- 3) **WASC Accreditation** – Cornerstone Academy received initial WASC accreditation for three years (2013-2016) and will begin full school self-study in the spring of this year in pursuit of a six year accreditation term.
- 4) **High Academic Performance** – Cornerstone Academy demonstrated high academic performance during the term of the first charter. Prior to the passage of AB484, which suspended the California Standards Test (CST), Cornerstone had two years of consistent high performance. In 2011-12, the school’s API score was 933 and in 2012-13, 929. Cornerstone Academy’s most recent Statewide Ranking and Similar Schools Ranking were 10 out of 10.
- 5) **School-wide Technology Implementation** – Cornerstone Academy received a grant to go 1 to 1 across the school and provide Chromebooks for every student. All students have access to online curriculum and adaptive learning programs that assist with personalizing learning.
- 6) **Active Member of the Gates District/Charter Compact** – Cornerstone Academy has taken an active role in supporting the Gates District/Charter Compact. The school’s Executive Director leads the Teacher Leadership Workgroup and another staff member took part in the Peer Coaching pilot program.

Element A. The Educational Program

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 21st 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.

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.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high 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).

Mission

Cornerstone Academy Preparatory School prepares scholars in kindergarten through grade six to excel in college preparatory secondary schools and beyond. Cornerstone Academy provides a structured, rigorous education emphasizing literacy and mathematics that lays the foundation for academic success.

Vision

Cornerstone Academy Preparatory School ("Cornerstone Academy") operates on two central guiding beliefs: (1) A college preparatory education begins in kindergarten and (2) literacy and mathematics are the cornerstones of a strong elementary education.

Cornerstone Academy believes without exception that college preparation begins on the first day of kindergarten. The academic skills learned in elementary school lay the groundwork for future success. Children that receive a strong foundational education in the earliest grades are best prepared to take on the rigors of more challenging work in the upper grades. Rigorous preparation enables students to excel in demanding secondary schools, and college is often the next logical step. Conversely, children that have not received a strong elementary education are often below grade level academically when entering middle school. At this point, it is difficult to compensate for years of inadequate instruction. As a result of academic deficiencies, many children lose interest in school

and often drop out before obtaining their high school diploma. By preparing students for college in kindergarten, Cornerstone Academy sets our students up for long term success. Our students will be able to handle the challenges of the most rigorous secondary schools and will be firmly on the path to college.

We also believe that literacy and mathematics are the cornerstones of a strong elementary education. Children that are able to read with a high degree of fluency and comprehension are best prepared for success in all subjects and at all grade levels. Yet children from impoverished circumstances often begin school already behind their more affluent peers in language development and reading readiness. Thus, it is critical for a school to intervene with high quality, rigorous literacy instruction through which students can develop the tools they need to succeed academically. Cornerstone Academy also places a high value on mathematics instruction. Computing quickly and accurately, solving complex word problems, and applying mathematical principles in the outside world are all valuable skills that students must acquire, beginning in elementary school. Success in college and life requires strong math skills and it is imperative that math instruction in the elementary years provides a solid foundation for all students.

As an outcome of these fundamental beliefs, we provide the highest quality instruction for our scholars, beginning the very first day of kindergarten, in order to lay a solid foundation for sustainable academic achievement in future grades and in college. Literacy and math will be the highest priorities. Students will receive close attention from strong instructors who actively use data to know exactly how their students are performing. By the end of sixth grade, Cornerstone Academy scholars will demonstrate high level academic and social skills, thorough content knowledge in the core subjects, and exceptional character traits, all of which will be critical to fulfilling the important educational goal of creating self-motivated, competent, lifelong learners. [Ed. Code § 47605 (b)(5)(A)]

Core Values and Culture

At Cornerstone Academy, we believe that strong character development is essential for preparing our students for future success. As stated on the California Department of Education website, "effective schools seek to develop and reinforce character traits, such as caring, citizenship, fairness, respect, responsibility, and trustworthiness."¹ All Cornerstone Academy students will learn, demonstrate, and embody the school's PRIDE values.

Personal Responsibility: "I do what I'm supposed to do."

Respect: "I treat others the way I want to be treated and I am careful with my actions and my words."

Integrity: "I do the right thing, even when no one is watching."

Determination: "I work hard and I don't give up."

Excellence: "I do my best and it's great, not good."

¹California Department of Education: <http://www.cde.ca.gov/ls/yd/ce/>.

In the most successful schools serving urban children, school culture plays an important role in driving academic achievement. All members of the school staff hold high expectations for students throughout the school day. Strict behavioral expectations are consistent school-wide and result in less off-task behavior and more time on academics. These schools expect students to train their eyes on the speaker in every class and pass papers in a certain way. Their attention to minor details, such as the heading on a paper, or whether a student's shirt is tucked in, teaches children the importance of paying attention to details, taking pride in the quality of their work, and understanding the importance of maintaining a professional appearance. Simultaneously teachers are sending the message that they truly care about what the children do. They take a "no-excuses" approach to education, and subsequently, adults stop making excuses as to why students cannot learn and do the necessary work so that all students can learn, and students stop making excuses and rise to meet the school's high expectations. In many schools, this approach is called "sweating the small stuff" and leaders of these schools say they do it so they do not have to "sweat the big stuff."² .

At Cornerstone Academy, teachers treat all students with a "warm-strict" approach. While maintaining high expectations for academics and behavior, teachers also send the message that they care deeply for their students and expect great success from them. Students and families find strong partners in Cornerstone Academy's experienced teaching staff. We create a joyful school culture in which students will thrive and are excited to attend school. Students are praised for academic achievements and positive behavioral choices. Through our morning meetings, we build a strong, achievement-oriented culture through songs, chants, cheers, and recognition of achievements. In every classroom, student work is displayed and students who exemplify our school's pride values are celebrated.

Cornerstone Academy infuses college preparation into every element of the school. We believe that college preparation begins in kindergarten and the focus on college begins with our kindergarten students and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that students need to excel in college preparatory secondary schools on the road to competitive colleges and universities. Students are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students are explicitly taught the importance of attending and graduating from college. Every classroom will feature college and university signage and decorations. Students are addressed individually as scholars and collectively as the year they will graduate from college. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every Cornerstone Academy scholar can and will attend and graduate from college we are dramatically improving the educational outcomes for the students of East San Jose.

² This is sometimes referred to as the "Broken Window" theory. The authors of the theory, James Wilson and George Kelling, claimed that attention to seemingly minor things such as replacing broken windows in abandoned buildings would lead to a reduction in more serious crimes.

Students To Be Served

Cornerstone Academy began serving students in August 2010. The school opened with 107 kindergarten and first grade scholars. In the remaining years of the first charter term, we utilized a slow-growth model, adding one grade level each year until the school reaches full enrollment in grade six. Utilizing the slow-growth model allowed us to firmly establish a rigorous curriculum and demanding culture of academic achievement. Growing one grade level at a time allowed us to strategically target individual academic gaps, promote dramatic growth in academic achievement, and help all families and students invest in our structured and demanding culture. By enrolling a new cohort of kindergarten students each year, we are now serving 401 students and will be at full capacity in 2015-16 at 462 scholars. Cornerstone Academy has partnered with the Franklin-McKinley School District to fulfil the Transitional Kindergarten requirement at the Kennedy Elementary School TK site.

Cornerstone Academy primarily serves students in East San Jose, attending schools in the Franklin-McKinley School District. Our unduplicated count is over 80%, comparable to the district.

One of Franklin-McKinley School District’s core beliefs is the “commitment to excellence and innovation in education”³ and we strongly believe that Cornerstone Academy has proven that it fits well with this belief through its innovative academic program and intense focus on college preparation.

As mandated in **Ed. Code § 47605(d)(2)(A)-(B)**, Cornerstone Academy serves all families that submit an application for their children up to our enrollment capacity, after which a public random drawing will be held to determine attendance. Cornerstone Academy aims to serve students that have traditionally had academic and behavioral challenges. We have demonstrated that our rigorous, targeted approach to literacy effectively assist students who are struggling to learn how to read. As anticipated, our student population contains a large number of English Language Learners. We focus on core subject instruction and a multiplicity of strategies to maximize learning and retention of academic skill and knowledge. Moreover, our structured, disciplined environment assists in keeping students focused on academics. With consistent routines and procedures, students always know what is expected of them, thereby minimizing opportunities for disruptive behavior. This environment is especially effective for students with behavioral challenges, as a school-wide set of expectations consistently reinforced by all of the staff in the building creates a culture of accountability.

Neighborhood School PerformanceSchool	2012-13 API	2011-12 API	2012-13 Statewide Rank	2012-13 Similar Schools Rank
Jason M. Dahl Elementary	760	769	3	3

³ http://www.Franklin-McKinley School District.k12.ca.us/index.cfm?fuseaction=page&page_id=5107.

Franklin Elementary	857	845	7	9
G.W. Hellyer Elementary	828	819	6	6
Jeanne R. Meadows Elementary	825	770	6	8
Los Arboles Elementary	746	776	2	4
McKinley Elementary	691	728	1	2
Ramblewood Elementary	856	882	7	6
Robert F. Kennedy Elementary	800	773	5	6
Santee Elementary	701	697	1	3
Lairon Elementary	719	719	1	3
Stonegate Elementary	860	846	8	9
Success Academy	698	677	2	2
Shirakawa Elementary	790	762	6	3
Windmill Springs	738	756	4	1
Rocketship Mosaic	838	872	7	9
Voices College Bound Language Academy	898	859	9	10

What It Means To Be An Educated Person In The 21st Century

Increased globalization has changed the landscape of the American economy. Merely 50 years ago, many Americans graduated from high school and acquired industrial jobs that provided a comfortable, secure lifestyle which allowed them the ability to support themselves and their growing families. However, this career path is now much less available. Many factories have closed down or shipped lucrative jobs overseas, leaving very few high paying employment opportunities for high school graduates. Essentially, the same qualifications that led to gainful employment 50 years ago now leave many individuals with limited opportunities.

The changing economic landscape of America has pushed for a reconceptualization of what it means to be truly educated. To thrive in this competitive new environment, an individual must possess particular skills and values that will enable them to navigate effectively a changing world. He or she must be able to communicate effectively and respectfully with diverse groups of people and be able to draw from a substantial knowledge base for professional interactions. The new landscape has raised the bar for employees since employers are actively seeking candidates with post-secondary credentials to meet these new challenges. In essence, an educated person in the 21st century should have or be on track to receive a college degree.

A college degree enhances an individual's ability to obtain lucrative employment and increases their earnings potential. The U.S. Census Bureau states that workers 18 and over with bachelor's degrees earn an average of \$51,206 per year while those with only a high school diploma earn \$27,915 per year.⁴ With a degree, an individual has a greater chance to secure professional employment in a competitive job market. With a heightened importance placed on obtaining a college degree, public schools serving students on the elementary and secondary levels face a new challenge: preparing every student to have the skills and knowledge needed to access higher education. College preparation, however, does not begin in high school. In fact, many students are already too far behind academically at the beginning of middle school to realistically think about college matriculation. What this indicates is that we must start college preparation early. The most fortunate families have placed their children in academically rigorous environments long before the beginning of kindergarten. As a public institution, we realize that we can only begin our work when a student enters kindergarten. Yet we strongly believe that a challenging instructional program supported by a solid character education can firmly place a child on the path to college. At Cornerstone Academy, one of our core beliefs is that all students must begin preparation for college in kindergarten.

A college preparatory education in elementary school encompasses several important skills that a student will need to succeed in the 21st century. At the core of this education is literacy. A college-ready individual must be able to read with comprehension and clarity. Once a child learns to read, he or she can then read to learn. Reading to learn is vital for success in other core subjects and throughout life if a child is to become a lifelong learner. In addition, a college preparatory education must focus on other core

⁴ U.S. Census Bureau – www.census.gov/Press-Release/www/1999/cb99ff10.html.

subjects such as writing, math, science and social studies. Writing with clarity is essential for effective communication in the 21st century. Mathematics is an integral part of everyday life and thus, students must be able to compute with accuracy, solve complex word problems, and have a strong conceptual understanding of mathematical principles. Science and social studies are important in informing a student's worldview and knowledge in these areas can assist students in communicating effectively within a global economy. Cornerstone Academy is committed to providing a high quality, college preparatory education to all students beginning in kindergarten. Early college preparation should not be exclusive to the wealthy; instead, it should be a mandate for all children.

How Learning Best Occurs

Cornerstone Academy's founders believe that a child's education is not an experiment. Educational innovation has often prized experimentation over a solid academic foundation and the results are not strong. We have done extensive research on multiple high performing charter schools throughout the nation. These schools predominantly serve low-income students, students of color, and non-English speakers, and regularly produce outstanding outcomes on their state assessments. We have visited several of these schools, examined their data, and closely studied their approach to educating low-income students in order to determine what best practices are being utilized in order to produce these results. In our research, we have identified several components that are common across all high performing urban charter schools. These practices, when combined and executed effectively, create an optimal learning environment for students.

From our research, we believe that learning best occurs when we:

1. Set high academic expectations for all students.
2. Hire the best teachers and engage and develop strong internal leadership.
3. Focus intensely on literacy.
4. Create a school culture that supports strong academic achievement.
5. Utilize data frequently to drive academic decision-making.
6. Provide more time to learn.
7. Partner with families to create a culture of accountability

1. Learning best occurs when we set high academic expectations for all students.

In schools across the country, low-income students are struggling in school. Accompanying this underperformance is a host of excuses as to why these students are unable to master grade level standards. However, there are schools across the country serving low-income students who are reaching levels of academic excellence that are comparable to or even exceed that of their more affluent peers. We, along with the leaders of these high performing schools, believe that all children, regardless of their background, can and will learn at a college preparatory level. Our job as educators is to ensure that all children are provided with rigorous, high quality, standards-based instruction that will enable them to succeed in secondary schools and beyond. Every child should have the opportunity to attend a competitive four year college of their choice. The first step in ensuring that our students are successful is to set high academic expectations beginning in the earliest grades. It is critical for teachers to communicate to students that

they can learn at high levels and that effort is celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to “intelligence” are actually skills that can be taught and learned.⁵ When academic excellence becomes the bar for all students, mediocrity is no longer acceptable. Students work harder in order to meet expectations because the culture surrounding them dictates that failure is not an option.

At Cornerstone Academy, students understand very early on that learning is valued and that being intelligent is celebrated and rewarded. All teachers push their students to not only master grade level expectations, but to also strive towards mastery of the next grade level’s standards. This push to get ahead is critical as it ensures that students will be over-prepared as they progress through their elementary years. Classes at Cornerstone Academy are structured to optimize learning, with common routines and procedures that minimize distractions and disruptions. Teachers teach to mastery and utilize multiple formal and informal checks for understanding. Students that are not meeting standards receive targeted support during the day to ensure that they do not fall behind their peers. Teachers assign appropriate levels of homework at each grade level, and students are expected to complete their assignments every night in order to practice skills taught explicitly during the school day.

2. Learning best occurs when we hire the best teachers and engage and develop strong internal leadership.

Simply put, exceptional teachers drive exceptional results. Studies indicate that teacher effectiveness plays an integral role in driving academic achievement. One study finds that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of students with the least effective 25% of teachers.⁶ The best teachers hold steadfastly to the belief that all students can learn and they organize their instruction to meet the diverse needs of all their learners. They strategically use data to determine academic gaps and they have a keen sense of where their students are academically at all times. Strong teachers communicate frequently with colleagues and parents to ensure that the child’s academic needs are being met both in school and at home. They also establish and maintain a strong culture of learning and discipline in their classrooms and work with colleagues to establish consistent school-wide expectations for student behavior.

At Cornerstone Academy, we recruit highly qualified, results-driven teachers to educate our students. We utilize local and national networks such as Teach for America, the Teaching Fellows Program, the Excellent Schools Network, and local graduate schools of education to reach out to candidates with the necessary experience and a proven track record of results. Prospective teachers go through a rigorous interview process to ensure they are aligned with the school’s mission and possess the necessary skills to drive

⁵ Rothman, R. (1996). *Organizing for Results*, National Center on Education and the Economy.

⁶ Saunders, William and June C. Rivers. “Cumulative and Residual Effects of Teachers on Future Student Academic Achievement,” University of Tennessee Value-Added Research and Assessment Center, 1996, p.6.

academic achievement. Teachers at Cornerstone Academy also receive extensive professional development. Prior to the school's opening, teachers attend a 15-day staff orientation focused on building strong school culture, utilizing effective instructional practices, and developing thorough, standards-based lesson plans. Additionally, with the assistance of the instructional leader, all teachers participate in an ongoing, extensive one-on-one professional development process using the Cornerstone Academy Individual Teacher Development Plan and the Teacher Evaluation Rubric. (Please see Attachments E and F)

Cornerstone Academy also believes in developing strong internal leadership. Schools often struggle when the school leader transitions out of their position and outside individuals take over. At Cornerstone Academy, future school leaders are developed from within our teaching staff. Strong teachers, with a proven track record of student achievement, who exemplify Cornerstone Academy's culture of achievement, are groomed to take on the responsibilities of leadership.

3. Learning best occurs when we focus intensely on literacy.

Literacy is of critical importance on the road to college preparedness and Cornerstone Academy devotes significant time and resources to our students' literacy development. Research has shown that a student's reading ability in third grade is one of the strongest indicators of his or her success (or lack of success) in high school.⁷ Academic success in other core subjects and in secondary schools is heavily dependent upon a student's ability to read and comprehend at a high level. This process of reading for understanding begins in early elementary school as students learn how to read.

Research indicates that reading instruction is most effective when conducted within small homogeneous groups.⁸ High performing elementary schools across the country, such as North Star Elementary School in Newark, NJ and Leadership Preparatory Charter School⁹ in Brooklyn, NY, deliver literacy instruction in small groups of 7-9 students, which enable their teachers to directly target students' needs. Groupings are flexible, enabling students to progress as they meet certain benchmarks.

Cornerstone Academy utilizes a similar model to ensure a low student-to-teacher ratio during literacy instruction. In each classroom, the students are divided into 3-5 flexible homogeneous literacy groups and the teacher works with approximately 6-8 students on either guided reading or phonics and decoding strategies. While small group instruction is occurring with one group, other groups of students focus on independent literacy development..

4. Learning best occurs when we create a school culture that supports strong academic achievement.

⁷ National Research Council. "Preventing Reading Difficulties in Young Children." Edited by Catherine E. Snow, Susan Burns, and Peg Griffin, Committee on the Prevention of Reading Difficulties in Young Children. Washington, D.C.: National Academy Press, 1998.

⁸ Honig, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001, p.79.

⁹ Leadership Preparatory Charter School is a Building Excellent Schools Fellow-Founded School.

A strong, achievement-oriented school requires a culture that is both supportive of and conducive to the learning process. This environment must prioritize student achievement outcomes and minimize distractions. Across the country, there are schools educating students facing challenging circumstances and these schools are succeeding. These schools have one thing in common: a strong school-wide culture that prioritizes and celebrates achievement and learning. At these schools, there are school-wide systems and structures in place that minimize outside distractions and keep students focused on learning. More importantly, all teachers diligently enforce these expectations to convey their importance. These schools often have core values that guide students' character development and prepare them to meet the challenges of the 21st century.

Cornerstone Academy has high standards for student conduct and communicates these standards to all students consistently and clearly. We believe that every child wants to behave well and will rise to the expectations set forth by the adults in their lives. Our school establishes a positive, caring atmosphere where students feel safe and where academic success is highly valued. Students receive constant feedback on their academic performance and have multiple opportunities to master important skills and standards. Teachers praise students for high academic performance and making positive choices.

At the same time, our students understand that at Cornerstone Academy, there are no excuses. Appropriate school behavior is frequently modeled and teachers immediately address small issues whenever they arise. Rules are consistently enforced and immediate and developmentally appropriate consequences are issued to those students who break the rules. All students at Cornerstone Academy strive to embody the school's **PRIDE** values: Personal responsibility, Respect, Integrity, Determination, Excellence. Administrators, teachers, and staff will constantly praise our students when they demonstrate these core values in their everyday actions.

5. Learning best occurs when we use data frequently to drive academic decision-making.

At Cornerstone Academy, we believe it is imperative that we frequently assess our students and use the data to drive our curricular and instructional decisions.

Kindergarten, first, and second grade students are assessed several times during the year for reading readiness through the use of assessments such as the Developmental Reading Assessment (DRA) and NWEA MPG. They also partake in ongoing teacher-created assessments on a weekly and monthly basis throughout the year. Students in grades 3-6 participate in state standardized testing (CAASPP), NWEA MAP three times per year, and a reading assessment such as the Gates MacGinitie. They also take weekly and monthly benchmark exams to ensure they are mastering the standards in each subject.

6. Learning best occurs when we provide more time to learn.

Many high performing urban charter schools believe that students need more time to learn. Thus, they provide their students with multiple opportunities to master material. Core classes are often extended so that teachers can provide more instruction and work with struggling students. In addition to regular classes, students receive tutoring, attend

homework support, and regularly stay after school for enrichment. Schools operating under the philosophy that students learn differently provide multiple opportunities for students to engage with the material, and maximize the opportunity for knowledge and skill mastery. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day participants.¹⁰ Cornerstone Academy operates with an extended school day and year. Our school day runs from 7:15 A.M. to 4:00 P.M. for all students. An after school program is also available for up to three additional hours for struggling learners.

7. Learning best occurs when we partner with families to create a culture of accountability.

Parents play a vital role in their children's education. A variety of studies confirm that parental involvement makes an enormous impact on students' attitudes, attendance, and academic achievement.¹¹ When a school and a family work together to hold high expectations for a child both in school and at home, the child will rise to meet those expectations. At Cornerstone Academy, we welcome and value parent participation and we work to ensure meaningful parental involvement. Staff often conducts home visits and puts on information sessions for new families to discuss the school's mission, values, and expectations. Parents will receive frequent updates and communication from the school regarding their child's academic progress and behavior. They are also welcome to schedule an appointment to meet with the administrative team to discuss concerns they may have for their children. Cornerstone Academy encourages parents to join the Cornerstone Parents Association, a multi-faceted group devoted to raising funds for student activities, building parent efficacy, and assisting school staff with various tasks.

A Day in the Life of a Cornerstone Academy Scholar

7:25

Vanessa, a first grader, arrives at school promptly at 7:25 A.M. dressed in her school uniform and receives a welcome handshake from Ms. Hegde, the Executive Director. Ms. Hegde checks her uniform, and then allows her to proceed to the cafeteria for breakfast. After breakfast, Vanessa walks quickly and quietly to her classroom and turns in her homework to her teacher and hangs up her backpack on her hook. While her teacher reviews her homework, Vanessa retrieves her computer from the cart and begins working on her assignments.

8:00

Promptly at 8:00A.M., Vanessa's teacher begins Morning Meeting with the Cornerstone Academy chant. Vanessa sings along with excitement. Morning Meeting is one of her

¹⁰Hough, D. & Bryde, S. (April 1996) *The effects of full-day kindergarten on student achievement and affect*. Paper presented at the annual conference of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 395 691).

¹¹ North Central Regional Educational Laboratory:
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100.htm>.

favorite times of the day. Her teacher awards the Homework Superstar to a scholar who has done an exceptional job on his homework and the class reviews their academic and character goals for the day.

8:15

After Morning Meeting, the class begins their ELA mini-lesson. The teacher reviews the objectives for the morning so that Vanessa and her classmates know exactly what they will be doing and how they will show what they know. Today's mini-lesson is focused on key vocabulary that will be in the story they will read during their small group.

8:30

At 8:30, Reading Power Hour (RPH) begins. For the next hour, Vanessa and her classmates are in their center groups and working independently. They know their teacher has to work closely with a small group so they must show their independence and not interrupt. Vanessa enjoys Read to Self and Word Work on her Chromebook before moving to work directly with the teacher on their story for the week.

9:30

At 9:30, the whole class comes back together and discusses how RPH went. Many of the scholars completed their work independently so the whole class does a cheer to recognize their good work. Next, the class moves into ELA time and works on finding the main idea and key details in a story. They also review grammar as it will be important for their writing.

10:30

After ELA, the class begins writing. They will start their work now, and finish after lunch. Their focus for this week is informative and explanatory texts. Last week, Vanessa completed a graphic organizer on her topic and today, she will begin her first draft.

11:00

It's time for lunch! Vanessa and her classmates walk to the MPR, choose their lunch, and take their seat with the class. The scholars know they must use soft voices and keep their area clean while they are eating.

11:30

After a delicious lunch, the scholars return to the classroom and get right back to their writing. Vanessa finishes with some time to spare, but she knows she must go back, check her work, and add details to her writing.

11:45

After finishing up writing, the scholars move on to math. Today they are working on a math assessment and after they finish the assessment, they get to spend time on ST Math. Vanessa is ready for her assessment. She knows she must show her work neatly and completely, as well as explain her thinking. After the test, she is ready to play with JiJi the penguin!

1:30

Vanessa and her friends have worked hard and they need a break. They all head outside to the play structure and enjoy their recess and snack.

2:00

After recess, it's time for Specials. Today, the class has dance. They are working on moves to a popular song. Vanessa enjoys the fast pace of dance and the music. She can't wait until the dance is done and they can perform for their teacher.

3:00

One of Vanessa's favorite classes is science. Her class is currently studying plants and today, they are planting tomato seeds. Vanessa and her classmates work carefully throughout the lesson to make sure they are following directions and being neat. Vanessa places the dirt and seeds in her pot and pours a little water on top. She then carefully puts her name on a piece of tape and places the tape on her pot. To ensure that her plant gets some sunlight, she places it near the window. Over the next few days, the class will be tracking how much the plants grow each day.

3:45

After a long day full of learning, the scholars prepare their binders for dismissal. Before they leave, they must fill in their color for the day. Vanessa did a good job today and she gets to color her behavior log green. Her teacher also writes a quick note to her mother in the log so that Vanessa's efforts are known at home. Vanessa also reviews her academic and behavior goal for the day and writes in her log how she met those goals.

4:00

Vanessa makes sure to place her homework folder in her bag and straightens up her desk and workspace. She pushes her chair in and lines up silently with her classmates. Vanessa's mother picks her up and Vanessa eagerly tells her about all of the things she learned today. She can't wait to come back to school tomorrow.

Curriculum and Instructional Design

The curriculum for Cornerstone Academy is based on the Common Core Standards, as well as the California State Standards and the Next Generation Science Standards. The school has adopted state approved curriculum in ELA and Math and follows the provided scope and sequence.

Literacy

Strong literacy instruction is the cornerstone of a powerful and transformative elementary education. The first and foremost job of an elementary school is to teach children to read.¹² At Cornerstone Academy, students are provided with the highest quality literacy instruction, beginning in kindergarten. Our literacy program lays the foundation for

¹² Honig, Bill. *Teaching Our Children to Read: The Components of an Effective, Comprehensive Reading Program* Second Edition. Thousand Oaks, CA: Corwin Press, 2001. (1).

future academic success by utilizing a balanced literacy approach focused on phonemic awareness and phonics, fluency, vocabulary, comprehension, and writing.

Phonemic Awareness and Phonics

The balanced literacy approach begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. After building a foundation, later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are fast-paced and interactive. Student instruction is differentiated as students are grouped by similar reading level, based on placement tests.

In upper elementary grades, literacy instruction makes the transition from emphasizing phonics and phonemic awareness to intermediate grammar and novel reading. Students begin dissecting sentences and classifying various parts of speech, diagramming complex sentences and reading various prose and poetry (novels, plays, sonnets, poetry, speeches) with instructional supports.

Fluency

Fluency is the rate and accuracy with which students are able to read. In order to ensure all our readers are fluent, students are encouraged to read aloud and are read to daily by teachers (and by parents as part of the nightly homework assignments) to increase their decoding ability and fluency rate. Read alouds, direct reading instruction, and independent reading all work to increase student fluency. We assess all students' fluency at regular intervals in the primary years to ensure students are progressing. Fluency is taught through adult modeling and student practicing. In kindergarten, as children are learning to decode, an important aspect to becoming strong readers is having access to engaging read alouds. Read alouds are a core component of the Cornerstone Academy literacy program in particular during the literacy blocks, Science, and Social Studies. The critical report *Becoming a Nation of Readers*, written by a nationally recognized group of experts studying how children develop and learn language, supports this practice. The report states that "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." The commission also found conclusive evidence to support reading aloud not only in the home but also in the classroom. It is a practice that should continue throughout the grades.¹³

Vocabulary

Research has shown that low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at

¹³ Anderson, Richard C. Elfrieda H. Hiebert, Judith A. Scott, Ian A.G. Wilkinson. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign-Urbana, IL: Center for the Study of Reading. (23).

school on the first day of kindergarten with only half the vocabulary of his or her more affluent peers.¹⁴

Embedded in the Wonders Online curriculum are strong vocabulary strands, and Cornerstone Academy teachers use these programs to build the vocabulary skills of our students through a strong compliment of independent reading and explicit vocabulary instruction. Students have independent reading time during the day and are expected to read at least 20-40 minutes at home. We utilize a leveled library system to ensure students are reading books at their appropriate reading levels. In a leveled library system, text analysis and language characteristics of a book are used to assign a letter or number to a set of books with similar characteristics. A student is then free to choose any book within that group and will be secure in selecting one that matches his reading ability. Additionally, we expect to use a supplemental program like Wordly Wise to provide additional structured vocabulary instruction to our students.

Comprehension

Cornerstone Academy teachers build student comprehension skills in two different ways. First, through the study of literature (each grade level reads a mix of fiction and non-fiction), teachers develop students' comprehension skills that meet the California Common Core State Standards using these texts. In addition to building comprehension through literature, students learn to deeply analyze text. Using shorter pieces of primarily poetry and non-fiction, students learn to identify question types and go back to the text to find the answers to those questions. Students are asked to prove their answers through text evidence, and rich discussions about question types and text proofs build the analysis skills of our students. Students present both written and oral presentations to demonstrate comprehension.

Writing

Cornerstone Academy offers a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The K-3 curriculum has a heavy focus on sentence structure, basic grammar, and paragraph formation. Students are expected to complete daily oral language activities that support the development of grammar skills. Teachers use a variety of grammar materials in daily mini-lessons. Moreover, students learn step-by-step how to develop excellent sentence structures, paragraphs, and essays. Extensive prewriting, drafting, revising, and editing take place on all pieces of writing. Cornerstone Academy students produce top-quality narratives, expository and persuasive essays, research papers, and literary analysis essays. A strong foundation in phonics ensures students are fluent readers able to analyze text using explicit comprehension strategies. Cornerstone Academy's writing program prepares students to think critically and communicate clearly with regards to their ideas - a fundamental skill for success in higher education and life.

Literacy Program Structure

¹⁴ Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

Students in all grades have approximately 205 minutes of daily reading and writing instruction on a typical day. All classrooms begin their day with an ELA Mini Lesson, which sets the tone for the rest of literacy instruction. During the mini-lesson, the teacher reviews key ELA objectives for the day, provides a mini-lesson on the independent work the students will be released to complete, reviews key vocabulary for literacy instruction, or reteaches a concept that students have struggled with. After the mini-lesson, the class moves into Reading Power Hour, a rotational model supported by structures from the Daily 5 program. The objective for all classrooms is to have students working independently at their level on the stated objectives, vocabulary, or independent reading. The teacher meets with 2-4 small groups during this time and does intensive guided reading and skill review. Students are expected to complete independent work at this time and are held accountable for their work at the end of the week. After Reading Power Hour, the class moves into a more traditional ELA block in which they work on reading comprehension, grammar, writing, and assessments. In addition to the time devoted to literacy, the class also has a writing block to ensure students become clear, competent writers. During Literacy, teachers use the McGraw-Hill Wonders Curriculum but are also invited to supplement this curriculum with additional resources.

Table 8: Primary Literacy Blocks	
Literacy Blocks	Focus
ELA Mini Lesson (15 Minutes)	ELA objectives for the day, key mini-lesson supporting independent work, vocabulary review, whole class remediation
Reading Power Hour (60 Minutes)	Reading comprehension, modeling reading comprehension strategies, developing vocabulary, fluency, independent reading, partner reading, building independence
ELA Block (60 Minutes)	Reading comprehension, writing, assessment, grammar, fluency
Writing (45-60 Minutes)	Sentence structure, paragraph formation, grammar, writing process, editing, revising, peer feedback

Mathematics

In addition to literacy, Cornerstone Academy focuses deeply on mathematics instruction. All students receive 90-105 minutes of math instruction daily. Cornerstone Academy recognizes that students need basic fact knowledge and “automaticity” with procedural computation, as well as a deep conceptual understanding of important math principles and the ability to solve complex mathematical problems. Therefore, students use the Everyday Math curriculum, a highly effective spiraling curriculum that gives students an exceptionally strong foundation in arithmetic skills, procedural computation, and conceptual understanding. In addition, online adaptive programs such as ST Math and iXL are used to supplement the curriculum and provide students with extra practice. Cornerstone Academy students are expected to know their addition and subtraction facts

by the beginning of second grade and their times tables by the end of second grade. Teachers require students to apply this strong basic skills knowledge in challenging problem-solving situations.

Science

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principles in laboratory settings. We use the hands-on FOSS science curriculum with the Harcourt Science textbook to ensure students have access to an engaging and challenging curriculum. Science assessments include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Teachers also reinforce key mathematical concepts, especially graphing and measurement skills, during science. As the school transitions to NGSS, we will introduce more projects into the curriculum.

Social Studies

Research has shown that one major reason that urban students score lower on reading tests is that they lack sufficient background knowledge to comprehend more complex text. When reading a text, students must know how to decode the words and how to analyze the text. To truly understand the text, however, they must also know the basic vocabulary and contextual information the author assumes is understood. For this reason – and the importance of our students understanding the world around them – it is essential that students receive a rich and rigorous education in social studies.

Cornerstone Academy's social studies curriculum follows the comprehensive and challenging Common Core State Standards as well as the California State Standards. Students are expected to master the key concepts and vocabulary, analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies classes are fast-paced and teachers work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations. As the school transitions to NGSS, we will introduce more projects into the curriculum.

Technology

All subjects at Cornerstone Academy are supported with ample technology. Every classroom has a Chromebooks cart with a device for every student. Students are able to access the literacy curriculum online and also have access to a host of adaptive learning programs such as ST Math. Technology is also used to support research and will be used as the school begins project-based learning in the future. The school's Technology Plan is included in Attachment L.

Student Supports

For Cornerstone Academy students to meet the goals stated in our mission and our accountability plan, there must be support services in place throughout the school to assist struggling learners. Content mastery is crucial to academic success; therefore intentional supports are organized to ensure all students meet academic expectations. Student supports are designed to meet individual students' needs and to address the needs of Special Education students, English Language Learners (ELLs), socio-economically disadvantaged students, high achieving students, and students achieving below grade level. Student supports are also designed as a means for prevention, intervention, and acceleration of learning. Within our educational model, students are further supported through the following key elements.

Differentiated Instruction and Flexible Ability Reading Groups

Flexible ability reading groups allow for focused instruction at the appropriate skill level to best meet the needs of different learners. In order to differentiate instruction for students at different academic levels, reading groups present the same content but the instruction will vary according to the ability levels of the group. All students are placed into a flexible ability-reading group based on the baseline data generated from testing during the student orientation period. As students' reading ability develops, they are able to transfer to different ability level reading groups.

Highly-Structured Learning Environment Focused on Student Independence

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating a structured environment allows teachers to focus on teaching and allows students to focus on learning. This is essential to the Cornerstone Academy mission. Teachers utilize common school-wide language and behavior systems to ensure learning is the primary focus in each classroom. However, students must learn how to be independent. Through the use of the Daily 5 structures, teachers help students build habits of independence that will be crucial for them as they progress through high school, college and life.

Technology

Cornerstone Academy's 1 to 1 Chromebooks implementation and use of adaptive learning programs ensures that every student receives personalized learning throughout the day and has access to the technology he or she will need to be successful.

More Time to Learn

Research by Betty Hart and Todd Risley reveals that even on the first day of kindergarten, children from the poorest families start school with a language deficit. These students come from homes where they have been exposed to 30 million fewer words than children who come from affluent homes. This leads to poor children having only half the vocabulary of their peers when they start school.¹⁵ Cornerstone Academy offers a longer school day to give our students more time in a language-rich environment. The extended school day is a particular benefit to our students learning English. Extended exposure to English that our schedule allows for enhances students' vocabulary acquisition as well as their facility with English grammar conventions.

¹⁵ Hart, Betty and Risely, Todd, "The Early Catastrophe: The 30 Million Word Gap by Age 3," *American Educator*, (Spring, 2003).

Common School-Wide Procedures

Emphasis on our daily, weekly, and annual rituals, in addition to uniformity in practice across classrooms allows students to understand and rise to our school's high expectations. Students know at all times what is expected of them in the classroom and around the school. We provide professional development time before the school year begins to ensure all teachers use similar behavioral systems (i.e., school wide systems for distribution of papers, materials, behavioral systems, and homework distribution/collection).

Low Student-to-Teacher Ratio for Literacy

Students have access to a low student-to-teacher ratio during literacy instruction in order to support the development of the foundational literacy skills necessary for success in the primary grades and beyond. Each literacy group has no more than eight (8) students, enabling the teacher to target individual students' needs.

In School and After School Remediation and Enrichment

Students have opportunities for remediation and enrichment during the school day through the school's RTI system and specials classes focused on dance, coding, sports, and typing. Additionally, Cornerstone Academy partners with Catholic Charities to offer the CORAL after school program for all students who are interested, but with a particular focus on struggling learners.

Homework Systems

Homework at Cornerstone Academy consists of a review of concepts taught in class and is designed to help students master skills and content. Homework helps students develop study skills and good habits necessary for academic success. Students will read for 20-40 minutes each night (depending on grade level) and are required to complete an appropriate amount of homework. Homework assignments for the entire week are sent home at the beginning of the week in the same folder. Parents are asked to monitor their child's homework folder daily and sign off on the reading log. Families have access to their teachers' phone numbers if students have additional questions about how to successfully complete their homework.

Parent Communication

Communication is integral to parent participation and student success. We inform parents of their child's progress through multiple means of communication including immediate phone calls, regular monthly correspondence, trimester report cards, formal parent-teacher conferences, additional school meetings as needed, and annual family meetings. Behavior reports, homework logs, and monthly newsletters also keep parents informed about their child's progress at school. Parents may also access teachers by phone and email to get immediate concerns addressed. All communications are accessible to families who speak a language other than English.

Parents are informed of their child's academic performance through a written progress report every trimester. Parents receive progress reports to inform them of their child's

grades, academic strengths and weaknesses, and any concerns about promotion to the next grade.

Plan For Students Who Are Academically Low Achieving

Cornerstone Academy expects all students to meet grade level expectations. However, we recognize that some students need additional time to master particular concepts and skills. Our academic program is structured to meet the needs of at risk students. We provide several academic supports within our school day that will help our students performing below grade level. These supports include an extended academic time, homogeneous reading groups, remediation during the school day, and an after-school program if necessary. We frequently assess our students and communicate among the staff to determine which students need remediation. We also communicate frequently with parents to share progress and develop strategies to further student achievement in the home.

An Individual Learning Plan (ILP) is used to identify additional supports and create individualized plans for each student based on their educational needs. The ILP includes additional instructional supports, a timeline for implementation, goals for the student, and means for assessment. All ILPs are communicated with parents, students, teacher(s) and appropriate administrative team.

Individual Learning Plan

The Individual Learning Plan (ILP) is a systematic, individualized, solution-oriented approach to assist students with factors that are interfering with academic success. The ILP clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher and student. All students can benefit from an ILP, including but not limited to those students achieving below or above grade level, English Language Learners, students with special educational needs, and students who have experienced issues that might hinder their academic success at school.

Identification

Anyone who has a concern for a student can refer that student for an ILP. The meeting is designed to bring out the best in the people involved.

ILP Form

Student information, such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the ILP. Descriptions of the individualized instructional program to meet the needs of the student, including specific strategies that will be used with the student, are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least an 80% mastery rate is required on each objective for the goal to be met. A projected

completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

ILP Meeting

The Cornerstone Academy ILP meetings include the following steps:

- Team members introduce themselves and their roles, the lead is designated
- Purpose and process of the meeting are stated
- Timekeeper is appointed
- Strengths are identified
- Concerns are discussed, clarified and listed
- Pertinent information and modifications are listed
- Concerns are synthesized with one or two chosen for focus
- Strategies to deal with are chosen; concerns are brainstormed
- Team chooses best strategies to carry into actions
- Individuals make commitments to actions
- Person responsible and timelines for actions are recorded
- Follow-up date is set

Individual learning plans will be consistently reviewed by school administration and teachers to ensure that student learning goals are being met.

Plan For Students Who Are Academically High Achieving

For students working above grade level, Cornerstone Academy provides many accelerated opportunities. During the academic day, high achieving scholars are in homogenous groups during RPH and receive instruction from the teacher at their level. Additionally, their independent work is tailored to meet their needs and allows them to maintain an accelerated pace. Every student in grades 1-5 has access to a Chromebook where he or she can work on adaptive learning programs at their specific level. Additionally, Cornerstone Academy provides enrichment opportunities such as coding for our higher level students.

Plan For English Learners

A majority of our students are English Learners (ELs). Cornerstone Academy follows all applicable federal and state laws in serving its ELs.

Our process for identifying ELs begins with the administration of the Home Language Survey to parents and guardians upon enrollment. Students from families indicating a home language other than English are assessed using an instrument such as the California English Language Development Test (“CELDT”) within thirty days of enrollment. Cornerstone Academy notifies all parents of testing results within thirty days of receiving the results. Based on these results, students are designated as either an English Learner (“EL”) or a Fluent English Proficient (“FEP”). Students will continue to be assessed

annually until they are re-designated FEP. ELs are immersed in all core classes along with FEP students, but receive appropriate academic supports. Teachers of ELs hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (“CLAD”) Certificate.

We offer English language development (ELD) for students in need of language instruction beyond the scope of the regular English language arts instruction. ELD instruction is offered during pull-out sessions and during the regular school day. Teachers submit lesson plans identifying the objective, agenda, and independent practice (if applicable) to ensure that the time is spent productively.

In addition to the explicit ELD offered throughout the learning day, there are a number of elements of our regular academic program that serve the needs of our ELs. The Doing What Works web page established by the federal Department of Education¹⁶ lists five specific strategies that have been proven to be highly effective for supporting ELs, and our program incorporates these strategies during language arts, math, science, and social studies instruction:

1. Screen and monitor progress
2. Provide reading interventions
3. Teach vocabulary
4. Develop academic English
5. Schedule peer learning

1. Screen and monitor progress

The federal recommendation is that an effective program for ELs includes well-developed assessments for identifying student needs. This corresponds with Cornerstone Academy’s philosophy of utilizing data-driven instruction. We assess our students’ progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention.

2. Provide reading interventions

Recognizing that ELs are often at risk, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core reading program. As outlined previously, a key element to Cornerstone Academy’s educational program is the daily small-group opportunities for students at their level.

3. Teach vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. At Cornerstone Academy, formal vocabulary instruction using essential word lists and words in context is provided through our ELA curriculum. Our

¹⁶ http://dww.ed.gov/topic/topic_landing.cfm?PA_ID=6&T_ID=13&Tab=2.

vocabulary instruction features child-friendly definitions and cumulative assessments to ensure regular review of all words learned.

4. Develop academic English

For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. At Cornerstone Academy, vocabulary development is part of all subjects—not only English language arts—and includes explicit scaffolding of higher-order academic tasks. Although language acquisition experts such as Jim Cummins predict that it could take ELs five years or longer to become truly proficient in CALP¹⁷, the extended school day at Cornerstone Academy accelerates this process through increased daily exposure to academic English.

5. Schedule peer learning

Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. We regularly implement the practice of “turn and talk” in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from 30 seconds to three minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

Reclassification Guidelines

Students who have been identified as ELs who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes are reclassified to fluent English proficient (“RFEP”) according to the following guidelines:

- English proficiency demonstrated by CELDT or similar assessment results
- Academic performance demonstrated by passing grades in the four core subjects of English language arts, mathematics, science, and social studies
- Parent opinion confirmed through a consultation meeting
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the English language arts section of the California Standards Test

Students who are reclassified to RFEP continue to be monitored for two years after their reclassification. During this monitoring period, testing will not be required.

¹⁷ Cummins, J. (1981a) Age on arrival and immigrant second language learning in Canada. A reassessment. *Applied Linguistics*, 2, 132-149.

English Learner Teaching Strategies

Teachers at Cornerstone Academy incorporate Specifically Designed Academic Instruction in English (SDAIE) strategies into the instruction to assist ELs in their acquisition of the English language. SDAIE strategies work well for ELs and for all learners requiring additional supports.

Table 10: SDAIE Strategies	
<ul style="list-style-type: none">• Use of visuals and manipulatives• Activating prior knowledge• Focus on meaning• Cooperative learning• Graphic organizers• Gestures and facial responses	<ul style="list-style-type: none">• Repetition• Limited use of idioms• Limited use of teacher-centered lectures• Use of media• Multicultural Activities• TPR (Total Physical Response)

In addition, Cornerstone Academy uses the Sheltered Instruction Observation Protocol (SIOP) Model, a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Teachers. The SIOP model consists of eight interrelated components: lesson preparation, building background, comprehensible input, strategies, interactions, practice/application, lesson delivery, and review & assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners.

Plan For Special Education

Cornerstone Academy complies 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”), the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), and all other California laws pertaining to special education students. Disability is not used as a criterion for non-eligibility for enrollment; rather, Cornerstone Academy welcomes the chance to educate any student, regardless of disability. Cornerstone Academy’s recruitment practices will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. [Ed. Code § 60044]

Cornerstone Academy ensures that a free and appropriate public education (FAPE) is provided to all students with special educational needs. Pursuant to **Ed. Code § 47641(a) and 56207**, Cornerstone Academy is currently an independent Local Educational Agency

("LEA") for special education purposes, and may participate in charter school consortia, Joint Power Authorities ("JPA's"), SELPA's or sub-SELPA's created to serve special education students, as long as such arrangements meet all state and federal legal requirements pertaining to special education. Cornerstone Academy shall, in partnership with the relevant SELPA(s) and LEA(s) bear full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. A Policy and Procedures manual for the SELPA can be found in Attachment M. All special education funding attributable to Cornerstone Academy students will flow directly to Cornerstone Academy pursuant to the SELPA's budget allocation plan, and Cornerstone Academy will not pay a portion of the charter authorizer's special education encroachment.

Cornerstone Academy reserves the right to modify this option each year in order to best meet the needs of our students with special needs.

Section 504/ADA

Cornerstone Academy is solely responsible for its compliance with Section 504 and the ADA. All facilities of the school will be accessible for all students with disabilities in accordance with the ADA.

Cornerstone Academy's approach will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. [Ed. Code § 60044] Cornerstone Academy 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 school. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by Cornerstone Academy and shall be accommodated accordingly:

- A 504 team shall be assembled by the site administrator. This team will include the parent or guardian, teacher(s), school leader, and other qualified individuals knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment.
- The 504 team will review the student's existing records, including academic, social, and behavioral records and will make a determination as to whether an evaluation for 504 services is appropriate.
- The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. If the student has already been evaluated under IDEIA (and found to be ineligible), those evaluations may be used to help determine eligibility under Section 504. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

- The 504 team will consider all applicable student information in its evaluation including but not limited to the following information:
 - 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 intelligent quotient.
 - Tests that are selected and administered to ensure that when the 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 sent 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 special education assessment will be made by the 504 team.

If a 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 are needed to ensure that the student receives a 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 Cornerstone Academy staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of Cornerstone Academy along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short term substitutes and that he/she reviews the 504 Plan with long-term substitutes. 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, continued eligibility, or readiness to discontinue the 504 Plan.

Academic Calendar

The academic calendar at Cornerstone Academy consists of 180 days of school for students. Our calendar demonstrates the importance Cornerstone Academy places on teacher professional development by including 20-24 working days for the staff to meet without students and to focus on the development of culture, curriculum, and outstanding student achievement at each grade level. Grade reporting will be based on a trimester system. Conferences to discuss student progress will be held with families at the end of the first trimester reporting period, and upon request at the end of the school year. Please see the Attachment C for a sample calendar.

Daily Schedule

The typical school day at Cornerstone Academy is from 7:15 A.M until 4:00 P.M for all students. On Wednesdays, dismissal will be at 1:00 P.M for all students to allow the staff time for collaborative planning and professional development. A sample schedule is included in Attachment D. Cornerstone Academy students benefit from significantly more instructional time than what is called for in the California Education Code. On a regular academic day, students are in school for 495 minutes and on minimum days, 315 minutes.

Grading Policy

Formal grades are issued at Cornerstone Academy at the end of the trimester. Conferences to discuss student progress are held at the end of first trimester, and upon request at the end of the school year. Progress reports are issued regularly to keep parents informed and involved in their children's academic progress.

Academic grades are based on mastery of the California Common Core State Standards and content standards. Grading policies are consistent across all classes within each grade level (i.e. all fifth grade classes will share a common grading policy that may differ from the grading policy for fourth grade). Grading policies and practices are approved by the Executive Director and will be shared with students and their families at the beginning of each academic year.

At each grade level, the results of each assessment supersede the results of the results of prior assessments. Therefore, grade reports are a "snapshot" of the students' understanding and ability at the time of the most recent assessment. Grades will be used as one factor to determine promotion to the next grade level

Exceptions to this grade promotion policy may be made for students who have a formal IEP. For students who have an IEP, the requirements for promotion to the next grade are written into the IEP. Successfully meeting the goals of the IEP may result in grade promotion even if the student would not otherwise be promoted based on report card grades.

The purpose of Cornerstone Academy's grading policy is to effectively track student progress and to communicate it to parents and all Cornerstone Academy employees involved in the education of the child. In the event that we discover a more efficient and effective grading system, we may adjust our grading policy. Any changes in the grading policy are communicated to the parents and guardians through the Family Handbook and class syllabus.

Teacher Professional Development Plan

As evidenced through our school calendar and daily schedule, Cornerstone Academy places a high value on teacher professional development. Our calendar has numerous professional development days during which teachers work without students. Every week all students are dismissed at 1:00 P.M. on Wednesday to allow our teachers to meet for professional development and to discuss student achievement.

Professional development on-site is led by the Leadership Team. Presentations by highly effective teachers and external experts are included in our professional development program as appropriate and needed. As a member of the Excellent Schools Network, Cornerstone Academy also has access to their professional development opportunities which include teacher leadership and school leadership development opportunities.

We believe that for professional development to be most effective, it should consider the needs of the teachers and students; therefore, the school’s Leadership Team works together to identify topics most relevant to the needs of the school based on assessment data, teacher evaluations, and teacher observations. In addition to professional development that occurs on minimum Wednesdays and staff work days, professional development also includes a weekly cycle of observation and feedback by the Leadership Team.

Grade level teams confer daily to help each other maximize their effectiveness. Cornerstone Academy’s leadership team encourages peer observations and provides classroom coverage as necessary to facilitate collaboration between teachers.

State Priorities: Annual Goals and Actions

Cornerstone Academy will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

In order to respond fully to the requirements defined in Education Code Section 47605(b)(5)(A)(ii) for Element A, please review the following table which includes annual goals and actions related to Pupil Outcomes (State Priority 4, 5, and 8). Expanded information on the school’s goals, aligned to the 8 State Priorities, can also be found in Elements B and C - Measurable Pupil Outcomes and the Means to Measure Progress toward Outcomes, as well as the school’s Local Control Accountability Plan in Attachment A.

STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>The Academic Performance Index (API)</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> 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 preparedness</i> 	
CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL	All students will reach high standards in English and Math, in order to be self-motivated, competent, and lifelong learners

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics
METHODS OF MEASUREMENT	NWEA MPG/MAP, CAASPP results
API	
GOAL	The school will demonstrate high academic performance
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	The school will exceed the average performance levels of schools with similar demographics when compared to state-designated comparison schools.
METHODS OF MEASUREMENT	API scores (or equivalent as determined by the CDE)
EL PROFICIENCY RATES	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will establish CELDT/ELPAC performance expectations for ELLs annually ▪ The school will provide teachers with SDAIE training prior to the school year ▪ The school will utilize the SIOP model across the school to ensure instruction meets the needs of ELLs ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	<p>The number of ELLs scoring proficient in ELA and Math on the CAASPP will increase by 5% annually from the baseline year</p> <p>The number of students meeting or exceeding NWEA MPG/MAP performance expectations will increase by 5% annually</p> <p>Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of</p>

	English language arts and mathematics on the CAASPP
METHODS OF MEASUREMENT	CAASPP, NWEA MPG/MAP
EL RECLASSIFICATION RATES	
GOAL	Increase the number of ELLs being reclassified
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will establish CELDT/ELPAC performance expectations for ELLs annually ▪ The school will provide ELD instruction ▪ The school will provide teachers with SDAIE training prior to the school year ▪ The school will utilize the SIOP model across the school to ensure instruction meets the needs of ELLs
MEASURABLE OUTCOME	The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually
METHODS OF MEASUREMENT	CELDT/ELPAC results
<p><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
STUDENT ATTENDANCE RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will closely track attendance and conduct follow up meetings with families showing attendance concerns ▪ The school will provide resources and support to families struggling with attendance issues ▪ The school will incentivize and reward strong attendance
MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%
METHODS OF MEASUREMENT	Attendance rate, number of tardies
STUDENT ABSENTEEISM RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will closely track attendance and conduct follow up meetings with families showing attendance concerns ▪ The school will provide resources and support to families struggling with attendance issues ▪ The school will incentivize and reward strong attendance
MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%

METHODS OF MEASUREMENT	Attendance rate, number of tardies
MEASURABLE OUTCOME	Less than 2% yearly expulsion rate.
METHODS OF MEASUREMENT	Expulsion rate
OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (E.G. SURVEYS)	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer an annual student survey to gather feedback on school climate
MEASURABLE OUTCOME	95% of students will take the school survey and at least 80% will indicate satisfaction with school climate
METHODS OF MEASUREMENT	Student survey data
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
ENGLISH	
GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will use a high quality, state approved, CCSS aligned curriculum ▪ The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in ELA ▪ The school will administer ELA benchmark exams (NWEA MPG/MAP) and monitor progress ▪ The school will provide intervention to students falling below expected levels of performance ▪ The school will ensure all students have regular access to technology
MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts.
METHODS OF MEASUREMENT	CAASPP
MATHEMATICS	
GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will use a high quality, state approved, CCSS aligned curriculum ▪ The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in Math ▪ The school will administer Math benchmark exams (NWEA MPG/MAP) and monitor progress ▪ The school will provide intervention to students falling below expected levels of performance

	<ul style="list-style-type: none"> The school will ensure all students have regular access to technology
MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of mathematics.
METHODS OF MEASUREMENT	CAASPP
SOCIAL SCIENCES	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in social science practice, content, and thinking
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The school will introduce and train teachers on project-based learning The school will require each grade level to complete specific projects each year
MEASURABLE OUTCOME	100% of students will complete a project each year 70% of students will score a 3 or higher on their social science project rubric
METHODS OF MEASUREMENT	Rubric
SCIENCE	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in science practice, content and thinking.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The school will introduce and train teachers on project-based learning The school will require each grade level to complete specific projects each year The school will train teachers on the NGSS and develop aligned curriculum
MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of Science. 100% of students will complete a project each year 70% of students will score a 3 or higher on their science project rubric
METHODS OF MEASUREMENT	Rubric
VISUAL AND PERFORMING ARTS	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to visual and performing arts opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The school will develop a visual and performing arts curriculum using the standards The school will partner with community organizations to offer additional visual and performing arts opportunities to students
MEASURABLE OUTCOME	100% of students will have access to dance, music, theater, and visual arts opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events
PHYSICAL EDUCATION	

GOAL	Cornerstone Academy students, including all significant subgroups, will meet State physical fitness goals.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will offer PE classes to all students based on the standards ▪ The school will promote health and wellness
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools with similar demographics on the PFT
METHODS OF MEASUREMENT	PFT
HEALTH (GRADES 1-6 ONLY)	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to health education opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will develop a health education curriculum using the standards and integrate it into the science curriculum ▪ The school will partner with community organizations to offer additional health education opportunities to students
MEASURABLE OUTCOME	100% of students will have access to health education opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events

Cornerstone Academy will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and the school reserves the right to establish additional, school-specific goals and corresponding assessments through the duration of the charter.

Elements B and C:

Measurable Student Outcomes and the Means to Measure Progress toward Outcomes

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.

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)(B and C)

Cornerstone Academy will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new CCSS) and reflect proficiency measures required by CAASPP, STAR(science), CELDT, English Language Proficiency Assessments for California (ELPAC), PFT, etc., as well as applicable state priorities detailed in California Education Code §52060(d) that apply for the grade levels served, or the nature of the program operated, by the School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code §47607(a)(3)(B).

The following chart delineates the school’s school-wide and subgroup goals, actions to achieve goals, measurable outcome, and methods of assessment, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CA ELD Standards, CCCS tests) and new school performance measures (e.g., API), the school will work with the District, as necessary to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607.

STATE PRIORITY #1— BASIC SERVICES	
<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>	
TEACHERS	
GOAL	Recruit, develop, and retain highly qualified staff
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will implement a rigorous, team oriented hiring process which will include multiple steps to ensure we are getting highly qualified, dedicated teachers ▪ The school will ensure each teacher receives coaching and feedback regularly from administrators who have been trained in instructional coaching ▪ The school will review its salary schedule and benefits program every year to ensure teacher salaries and benefits are competitive with surrounding districts
MEASURABLE OUTCOME	100% of teachers at the school will be highly qualified and have appropriate credentials
METHODS OF MEASUREMENT	Review of personnel files, CALPADS reports to ensure goal has been met
INSTRUCTIONAL MATERIALS	
GOAL	Increase infrastructure, access, and usage of technology learning tools
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will purchase devices to ensure equitable access to technology across all grade levels. ▪ The school will also make improvements to its wireless network and hire staff to support the implementation of blended learning and technology in the classroom. ▪ The school will draft a Technology Plan which will include the implementation of a digital literacy curriculum
MEASURABLE OUTCOME	100% of classrooms will have devices at a 1 to 2 (device to student) ratio 80% of families will indicate high satisfaction with technology at the school
METHODS OF MEASUREMENT	Review of classrooms by school staff to ensure technology is available Annual Family Survey results
FACILITIES	
GOAL	School facilities will be maintained and in good repair
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will conduct regular walk-throughs by school staff and parents to ensure facilities are in good condition ▪ The school will maintain regular communication with district facilities staff regarding repairs and maintenance
MEASURABLE OUTCOME	80% of families will indicate high satisfaction with school facility
METHODS OF MEASUREMENT	Annual Family Survey results
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	

CCSS IMPLEMENTATION	
GOAL	Fully implement through planning, instruction, and assessment, the CCSS, NGSS, and new ELD standards in all classrooms
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will create a Common Core Team to support school-wide implementation ▪ The school will purchase of aligned state-approved online curriculum ▪ The school will develop scope and sequence for each grade level and each subject ▪ The school will train teachers on CCSS implementation during the summer and throughout the school year. ▪ The school will coach teachers on strategies and techniques to support instruction ▪ The school will engage in on-going data analysis of student assessment data and work
MEASURABLE OUTCOME	100% of classrooms at full implementation by 2020
METHODS OF MEASUREMENT	Review of internal and external assessment results, review of curriculum
EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will provide yearly SIOP training to staff with follow up observations and feedback ▪ The school will provide year SDAIE training to staff with follow up observations and feedback ▪ The school will increase opportunities for academic discourse in all classrooms through specific instructional strategies ▪ The school will provide regular ELD pull-outs for lower CELDT/ELPAC levels
MEASURABLE OUTCOME	<p>The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually</p> <p>The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually</p>
METHODS OF MEASUREMENT	NWEA MAP, CELDT/ELPAC assessments
EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will provide yearly SIOP training to staff with follow up observations and feedback ▪ The school will provide year SDAIE training to staff with follow up observations and feedback ▪ The school will increase opportunities for academic discourse in all classrooms through specific instructional strategies ▪ The school will provide regular ELD pull-outs for lower CELDT/ELPAC levels
MEASURABLE OUTCOME	The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually

	The number of students meeting or exceeding NWEA MAP performance expectations will increase by 5% annually
METHODS OF MEASUREMENT	NWEA MAP, CELDT/ELPAC assessments
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL	Increase opportunities for parents to volunteer at the school and for parent/student engagement with academic content outside the school
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will encourage all parents to join the Parents’ Association and to participate meaningfully in school and classroom activities. ▪ The school will create and implement a parent education program to ensure parents have the tools they need to support student learning ▪ The school will create a homeroom parent program to improve communication about parent involvement opportunities
MEASURABLE OUTCOME	80% of parents will indicate they are happy with opportunities for parent involvement offered by the school 90% of classrooms will have a homeroom parent
METHODS OF MEASUREMENT	Annual Family Survey, sign-in logs
PROMOTING PARENT PARTICIPATION	
GOAL	Increase parent participation in school decision-making
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will create a campaign around the Annual Family Survey to ensure high participation rates and collect feedback from many parents ▪ The school will ensure high levels of communication with families including newsletters, phone calls, and outreach via social media regarding opportunities to provide feedback to school staff and participate in decision-making ▪ The school will assign staff members to act as liaisons between the school and the parent community ▪ The school will provide childcare to enable parents to actively participate in key parent meetings
MEASURABLE OUTCOME	80% of families will participate in the Annual Family Survey The number of families attending parent meetings will increase by 5% annually
METHODS OF MEASUREMENT	Annual Family Survey, sign-in logs
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>H. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i>	
<i>I. The Academic Performance Index (API)</i>	
<i>J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i>	
<i>K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language</i>	

<i>Proficiency Assessment for California (ELPAC)</i>	
<i>L. EL reclassification rate</i>	
<i>M. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i>	
<i>N. 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</i>	
CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL	All students will reach high standards in English and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics
METHODS OF MEASUREMENT	NWEA MPG/MAP, CAASPP results
API	
GOAL	The school will demonstrate high academic performance
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	The school will exceed the average performance levels of schools with similar demographics when compared to state-designated comparison schools.
METHODS OF MEASUREMENT	API scores (or equivalent as determined by the CDE)
UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
EL PROFICIENCY RATES	

GOAL	Increase the percentage of ELLs who are proficient in English, Literacy, and Math
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will establish CELDT/ELPAC performance expectations for ELLs annually ▪ The school will provide teachers with SDAIE training prior to the school year ▪ The school will utilize the SIOP model across the school to ensure instruction meets the needs of ELLs ▪ The school will administer NWEA benchmarks exams ▪ The school will establish, monitor and analyze benchmark proficiency and growth goals ▪ The school will train teachers to analyze benchmark data and tailor instruction to meet student needs ▪ The school will frequently monitor and provide appropriate interventions to struggling students
MEASURABLE OUTCOME	<p>The number of ELLs scoring proficient in ELA and Math on the CAASPP will increase by 5% annually from the baseline year</p> <p>The number of students meeting or exceeding NWEA MPG/MAP performance expectations will increase by 5% annually</p> <p>Students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts and mathematics on the CAASPP</p>
METHODS OF MEASUREMENT	CAASPP, NWEA MPG/MAP
EL RECLASSIFICATION RATES	
GOAL	Increase the number of ELLs being reclassified
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will establish CELDT/ELPAC performance expectations for ELLs annually ▪ The school will provide ELD instruction ▪ The school will provide teachers with SDAIE training prior to the school year ▪ The school will utilize the SIOP model across the school to ensure instruction meets the needs of ELLs
MEASURABLE OUTCOME	The number of students meeting or exceeding CELDT/ELPAC performance expectations will increase by 5% annually
METHODS OF MEASUREMENT	CELDT/ELPAC results
AP EXAM PASSAGE RATE	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
COLLEGE PREPAREDNESS/EAP	

GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>F. School attendance rates</i>	
<i>G. Chronic absenteeism rates</i>	
<i>H. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>I. High school dropout rates</i>	
<i>J. High school graduation rates</i>	
STUDENT ATTENDANCE RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will closely track attendance and conduct follow up meetings with families showing attendance concerns ▪ The school will provide resources and support to families struggling with attendance issues ▪ The school will incentivize and reward strong attendance
MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%
METHODS OF MEASUREMENT	Attendance rate, number of tardies
STUDENT ABSENTEEISM RATES	
GOAL	Decrease overall number of absences, tardy arrivals, and early dismissals
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will closely track attendance and conduct follow up meetings with families showing attendance concerns ▪ The school will provide resources and support to families struggling with attendance issues ▪ The school will incentivize and reward strong attendance
MEASURABLE OUTCOME	ADA at or above 95% Decrease overall number of tardy arrivals by 5%
METHODS OF MEASUREMENT	Attendance rate, number of tardies
MIDDLE SCHOOL DROPOUT RATES	
GOAL	Not Applicable – School does not serve middle school students
ACTIONS TO ACHIEVE GOAL	

MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
HIGH SCHOOL DROPOUT RATES	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
HIGH SCHOOL GRADUATION RATES	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
PUPIL SUSPENSION RATES	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will hire a Dean of School Culture to provide intervention and follow up services to students having behavior challenges ▪ The school will create a school culture playbook as a reference for all staff and parents to ensure that school-wide expectations are clear and communicated ▪ The school will ensure alternatives to suspension are thoroughly explored before suspending any students
MEASURABLE OUTCOME	Less than 2% yearly suspension rate.
METHODS OF MEASUREMENT	Suspension rate
PUPIL EXPULSION RATES	
GOAL	Ensure a strong, positive school climate that is structured and safe

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will hire a Dean of School Culture to provide intervention and follow up services to students having behavior challenges ▪ The school will create a school culture playbook as a reference for all staff and parents to ensure that school-wide expectations are clear and communicated ▪ The school will ensure alternatives to suspension/expulsion are thoroughly explored before suspending any students
MEASURABLE OUTCOME	Less than 2% yearly expulsion rate.
METHODS OF MEASUREMENT	Expulsion rate
OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (E.G. SURVEYS)	
GOAL	Ensure a strong, positive school climate that is structured and safe
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will administer an annual student survey to gather feedback on school climate
MEASURABLE OUTCOME	95% of students will take the school survey and at least 80% will indicate satisfaction with school climate
METHODS OF MEASUREMENT	Student survey data
STATE PRIORITY #7— COURSE ACCESS	
<p><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></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL	Ensure all students have access to a broad course of study
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will review curriculum offerings and instructional minutes annually to ensure every student has access to a broad course of study ▪ The school will review support services for unduplicated pupils and ensure they do not interfere with the student’s access to a broad course of study
MEASURABLE OUTCOME	Student schedule shows access to a broad course of study
METHODS OF MEASUREMENT	Student schedule
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
ENGLISH	
GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will use a high quality, state approved, CCSS aligned curriculum ▪ The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in ELA ▪ The school will administer ELA benchmark exams (NWEA MPG/MAP) and monitor progress ▪ The school will provide intervention to students falling below expected levels of performance ▪ The school will ensure all students have regular access to technology
MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts.
METHODS OF MEASUREMENT	CAASPP
MATHEMATICS	
GOAL	Cornerstone Academy students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will use a high quality, state approved, CCSS aligned curriculum ▪ The school will provide professional development to teachers on the CCSS and the applicable instructional shifts in Math ▪ The school will administer Math benchmark exams (NWEA MPG/MAP) and monitor progress ▪ The school will provide intervention to students falling below expected levels of performance ▪ The school will ensure all students have regular access to technology
MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of mathematics.
METHODS OF MEASUREMENT	CAASPP
SOCIAL SCIENCES	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in social science practice, content, and thinking
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will introduce and train teachers on project-based learning ▪ The school will require each grade level to complete specific projects each year
MEASURABLE OUTCOME	100% of students will complete a project each year 70% of students will score a 3 or higher on their social science project rubric
METHODS OF MEASUREMENT	Rubric
SCIENCE	
GOAL	Cornerstone Academy students, including all significant subgroups, will become proficient in science practice, content and thinking.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will introduce and train teachers on project-based learning ▪ The school will require each grade level to complete specific projects each year ▪ The school will train teachers on the NGSS and develop aligned curriculum

MEASURABLE OUTCOME	Cornerstone Academy students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of Science. 100% of students will complete a project each year 70% of students will score a 3 or higher on their science project rubric
METHODS OF MEASUREMENT	Rubric
VISUAL AND PERFORMING ARTS	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to visual and performing arts opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will develop a visual and performing arts curriculum using the standards ▪ The school will partner with community organizations to offer additional visual and performing arts opportunities to students
MEASURABLE OUTCOME	100% of students will have access to dance, music, theater, and visual arts opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events
PHYSICAL EDUCATION	
GOAL	Cornerstone Academy students, including all significant subgroups, will meet State physical fitness goals.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will offer PE classes to all students based on the standards ▪ The school will promote health and wellness
MEASURABLE OUTCOME	Students will exceed the average performance levels of students in schools with similar demographics on the PFT
METHODS OF MEASUREMENT	PFT
HEALTH (GRADES 1-6 ONLY)	
GOAL	Cornerstone Academy students, including all significant subgroups, will have access to health education opportunities on campus
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> ▪ The school will develop a health education curriculum using the standards and integrate it into the science curriculum ▪ The school will partner with community organizations to offer additional health education opportunities to students
MEASURABLE OUTCOME	100% of students will have access to health education opportunities on campus
METHODS OF MEASUREMENT	School schedule, special events
FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL	Not Applicable – School does not serve high school students

ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	
CTE (GRADES 7-12 ONLY)	
GOAL	Not Applicable – School does not serve high school students
ACTIONS TO ACHIEVE GOAL	
MEASURABLE OUTCOME	
METHODS OF MEASUREMENT	

Assessment Methods and Timeline

Cornerstone Academy administers all state mandated assessments as required. The CAASPP in ELA and Mathematics will be administered to students in grades three through six in the spring of each year to measure annual progress. The school will also use a nationally-normed assessment to measure of our students' learning growth and assess preparedness for the CAASPP. Each student will take the NWEA MAP or MPG three times per year, which will enable the school to measure academic gains. This testing system will allow us to conduct an individual and cohort analysis of longitudinal growth, to determine a comparative measure with a national cohort, and to determine the average increase of percentiles per grade level cohort among Cornerstone Academy students.

In addition to state assessments and nationally norm-referenced tests, Cornerstone Academy conducts frequent internal assessments to monitor student learning and to catch learning gaps early. At the beginning of each school year, we conduct a diagnostic assessment of each student using grade level appropriate assessment tools. The results from such diagnostics inform ongoing lesson planning and individual student action plans, and they are repeated throughout the year to assess learning gains. In addition, teachers administer internally-created assessments, as well as assessments accompanying our curriculum programs, to frequently assess student mastery.

Assessment Timeline			
Assessment	Purpose	Grade	Administration Timeline
English Language Arts			
Internally Created Assessments	Measure standards mastery	K-6	Daily and/or weekly
Curriculum Assessments	Measure standards mastery	K-6	Weekly and end of unit
Writing	Measure standards mastery	K-6	Every trimester
DRA	Assess reading level, decoding, and comprehension	K-2	Upon enrollment and twice during year, as needed in upper grades
Gates MacGinitie	Assess reading level, vocabulary, and comprehension	3-6	Upon enrollment and twice during year, as needed in lower grades
NWEA MPG/MAP	Interim assessment used to measure student growth and mastery of CCSS ELA standards	K-6	Three times during the year (Fall, Winter, Spring)
CAASPP	State assessment used to measure mastery of CCSS ELA standards	3-6	Annually for ELA
Mathematics			
Internally Created Assessments	Measure standards mastery	K-6	Daily and/or weekly
Curriculum Assessments	Measure standards mastery	K-6	Weekly and end of unit
NWEA MPG/MAP	Interim assessment used to measure student growth and mastery of CCSS Math standards	K-6	Three times during the year (Fall, Winter, Spring)
CAASPP	State assessment used to measure mastery of CCSS Math standards	3-6	Annually for Math
Science			
Internally Created Tests	Measure standards mastery	K-6	Daily and/or weekly
CST	State assessment used to measure mastery of CA science standards	5	Annually until state updates assessment to align with NGSS
Social Studies			
Internally Created Tests	Measure standards mastery	K-6	Daily and/or weekly
English Language Development			
Internally Created Tests	Measure standards mastery	K-6	Daily and/or weekly
CELDT/ELPAC	Measure language acquisition	K-6	Once a year

Use and Reporting of Data

Cornerstone Academy disaggregates assessment and performance data into relevant subgroups and categories, including but not limited to, gender, language proficiency, ethnicity, grade level, socio-economic status, and length of enrollment in the school. Using these data, Cornerstone Academy's instructional staff target identified needs in our educational program, professional development, and instructional delivery.

We use Infinite Campus, a student information system (SIS) to assist with data collection and disaggregation. Infinite Campus is a web-based SIS that enables a school to manage a wealth of information such as assessment data, grades, report cards, and attendance. Infinite Campus also generates various reports required by the District and other reporting agencies.

Assessment results are communicated to parents in a timely manner so that the school and the family can work together in the best interests of the child. Parent/Teacher conferences are held at the end of every trimester, giving teachers and families the opportunity to plan for how they can work together to best meet the academic needs of the child. Good faith efforts are taken to provide information in the primary language of families speaking languages other than English.

CAASPP, CST, and NWEA MAP/MPG results will be presented to the Academic Accountability Committee of the Cornerstone Academy Governing Board. CAASPP and CST results will also be conveyed to the larger community through the School Accountability Report Card ("SARC") as required by the California Department of Education. Cornerstone Academy also provides the Franklin-McKinley School District with performance data as requested in the annual report to the authorizer.

Cornerstone Academy also develops an annual performance report for the Franklin-McKinley School District per district guidelines. This comprehensive report includes:

- Summary data showing student progress towards stated goals and outcomes from assessments such as the CAASPP, CST and NWEA MAP/MPG.
- An analysis of whether student performance is meeting the outcomes specified in this section. These data will be displayed on both a school-wide basis and disaggregated by subgroups to the extent feasible without compromising student confidentiality.
- Summary data from an annual family satisfaction survey.
- Data on Cornerstone Academy staff and their qualifications.

Element D: Governance

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)

Cornerstone Academy operates as a separate legal entity, independent of the District. The school is operated as a duly constituted California nonprofit public benefit corporation 501(c)3, and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. Bylaws for the organization can be found in the Attachment B.

As provided for in the California Corporations Code, the school is governed by its Governing Board, whose members have a legal fiduciary responsibility for the well-being of the School. The Charter School will be a directly-funded independent charter school. The Charter School will operate as a separate legal entity, independent of 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 by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Cornerstone Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations, and shall not charge tuition, and shall not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law.' [Ed. Code § 60044]

Board of Directors

The Board of Directors is responsible for ensuring that the school remains faithful to its mission, financially viable, and true to the terms of its charter. The Board of Directors is made up of a diverse group of individuals that collectively possess expertise in critical areas of charter school governance, including finance, legal, education, fundraising, community outreach, marketing, and charter school operations. Board members have received extensive professional development in strong charter school governance from Board on Track.

The collective and individual roles of Board members include:

- Holding the organization accountable to its charter and federal, state, and local law

- Setting long-range organizational goals and developing strategic plans to meet them
- Reviewing and approving the school's operational budget
- Hiring and evaluating the Executive Director
- Reviewing, negotiating, and approving major contracts on behalf of the school
- Providing expertise and professional advice in areas such as law, accounting, business, finance, marketing, publicity, and educational programming
- Fundraising for capital and operating expenses as well as soliciting in-kind contributions
- Promoting the school in the local community and the greater San Jose community
- Recruiting and electing new Board members if a seat becomes vacant or the need is recognized for additional expertise

The Board is a governing body, and day-to-day management responsibilities of the school are delegated by the Board to the Executive Director and the administrative team that he or she hires. The Board of Directors maintains active and effective control of the school primarily in their relationship with the Executive Director who serves on the Board in a non-voting, *ex officio* capacity. Along with an effective reporting structure and attendance at regular monthly meetings, the Board establishes evaluative measures that gauge the effectiveness of the Executive Director as well as the educational programs of the school. Further, the Board has established a Governance Committee which oversees the continuing recruitment and orientation of qualified Directors, and has established an evaluation process to assess its efficacy on an annual basis. A Board of Directors handbook (Attachment K) gives additional detail into the policies, procedures, and operation of the board.

Board Officers

As described in the bylaws, there are four Officers of the Board of Directors. Each officer is elected by the full Board.

The **Board Chair** leads the Board of Cornerstone Academy. The Board Chair presides at all meetings, to guide the board in the enforcement of all policies and regulations relating to Cornerstone Academy, and to perform all other duties normally incumbent upon such an officer. The Board Chair shall appoint all members, including the chair of each standing committee and all other committees deemed necessary by the board. The Board Chair may serve as an *ex-officio* member of each committee.

The **Vice-Chair** serves in the capacity of Board Chair in the event that the Board Chair is absent. The Vice Chair will chair a committee according to interest and expertise.

The **Secretary** is the chief record keeper for the Board and is responsible for ensuring that the actions of the Board are documented. The Secretary, in advance of meetings, provides written agendas of the sessions of the full Board and the meetings of the standing committees, and distribute to Board members appropriate background

information on subjects to be discussed. The Secretary prepares and provides written minutes to Board members in the specified time, files approved minutes, and maintains the official list of Board members in accordance with procedure.

The **Treasurer** is entrusted with the financial responsibilities of the Board. The Treasurer serves as financial officer of the organization and as chair of the Finance Committee. The Treasurer manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities. The Treasurer works with the Executive Director to ensure that appropriate financial reports including the annual budget are made available to the Board on a timely basis for approval. The Treasurer also reviews the annual audit and answers Board members' questions about the audit.

Board Committees

All Board members serve on at least one Board Committee. As indicated by the school's bylaws, the Board has a standing Governance Committee and additional Board committees or task forces may be added as needed by resolution of the Board. Committees may include members of the Board of Directors, staff members, parents, and community members as appropriate, as determined in the resolution creating the committee or task force. Members serving on committees will have voting privileges at the committee level, but not at the board level, unless they are a Director.

The Board of Cornerstone Academy has formed a Governance Committee as stated in the by-laws.

- *Governance*—This committee ensures the Board has the necessary strength to govern Cornerstone Academy. The Governance Committee creates tools for evaluating the strength of the board and the Executive Director, and provides professional development opportunities for members. The Governance Committee is responsible for the identification, recruitment, nomination, and training of new members.
- *Finance*—This committee closely oversees the financial management of the school and works with the Executive Director to ensure fiscal responsibility and sustainability. The Finance Committee reviews monthly cash flow statements, prepares financial reports and presents these reports to the Board, and takes the lead in hiring the school's auditor and interpreting the results of the financial audit. The Treasurer of the Cornerstone Academy Board chairs the Finance Committee.
- *Academic Achievement* - This committee closely oversees the academic program of the school and works with the Executive Director and Academic Director to ensure the school is on track to meet the goals and metrics stated in the charter petition. The Academic Achievement Committee provides advice and guidance to the school Leadership Team as needed and assists as they consider curriculum decisions for the school.

Board Meetings

The Governing Board of Cornerstone Academy meets at least four times a year. The Governing Board is subject to and complies with the Ralph M. Brown Act.¹⁸ Accordingly, all Board meetings are open to the public. Meeting notices and agendas are made available and posted to the public prior to board meetings, both online as well as physical posting at the school site for public viewing. Meeting minutes and board actions are recorded and available to the public. The Governing Board has also approved a Conflict of Interest policy to ensure that the deliberations and decisions of the school are made in the interests of the community as a whole, and to protect the interests of the school when it is contemplating entering into a transaction, contract, or arrangement that might benefit the private interest of an Interested Director, Officer or Person.

Parental Involvement in Governance

While parents of current Cornerstone Academy students do not serve as members of the Board, it is critical that they are invested in the success of the school and have a voice in matters critical to the school's success.

Strategies to ensure that parents are involved at this level are in place and include:

- Creation of Cornerstone Parents Association and election of officers
- Involvement of parents on Board committees
- Involvement of parents on ELAC and SSC
- Invitations to attend monthly Board meetings and additional Board meetings as they are scheduled
- Posting of Board agendas in the school's main office and website
- Posting of Board meeting minutes in the school's main office and website
- Annual Family Survey (Results in Attachment J)

Cornerstone Academy believes that parental involvement is important to a student's success. We recognize that every parent is able to be involved at different levels due to family, work, cultural and even health issues. We do expect a basic level of commitment from all of our parents which we will communicate on multiple occasions. Prior to the school's opening, we will host multiple information sessions to convey our expectations of parents in our school community. These expectations include getting students to school on time, signing off on homework and reading logs, and attending parent conferences.

We also welcome parents who wish to take a more active role in helping the school. We encourage parents to assist through the following means:

- Cornerstone Parents Association

¹⁸ California Government Code sections 54950-54963.

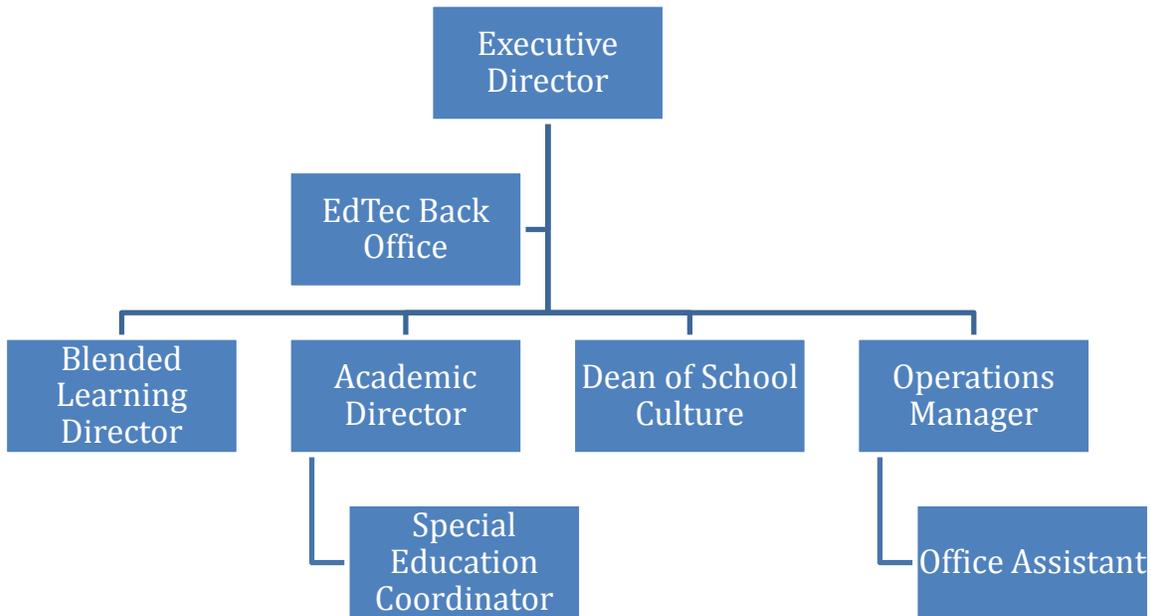
- Classroom Volunteer
- Translator
- Student Recruitment
- Parent Information Workshops

We will work with parents to finalize a comprehensive parent involvement plan, and may revise this plan annually in an effort to continually strengthen the role of parents as supporters of the school’s mission.

Leadership Team

For a school to be successful, effective leadership must be present. The most effective charter schools have learned that there must be a dedicated leadership team responsible for both the organizational and the academic success of the school.

Cornerstone Academy’s organizational structure is below, showing the school’s leadership team which includes the Executive Director, Academic Director, Blended Learning Director, Dean of School Culture, and Operations Manager.



Element E: Employee Qualifications

The qualifications to be met by individuals to be employed by the school.

Education Code Section 47605(b)(5)E

Cornerstone Academy hires committed professionals prepared to provide all children an excellent educational program. Cornerstone Academy's hiring process will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. **[Ed. Code § 60044]**. Cornerstone Academy is a school of choice and no employee will be required to work at the school.

All staff members are committed to the mission and vision of Cornerstone Academy and work diligently to assure they are accomplished. All staff members will be actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the school.

The Cornerstone Academy staff possesses a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and is as reflective of the San Jose community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications will include:

- Ability to work with others in a team
- Flexibility
- Experience with technology
- Strong written and verbal communication skills
- Administrative skills
- Interest in seeking out productive collegial interaction and professional growth
- Exemplification and embodiment of the school's core values of integrity, perseverance, dignity, pride, respect and compassion
- Ability to successfully work with target population

Executive Director Qualifications

The Executive Director at Cornerstone Academy is responsible for executing on the mission and vision of the school, reporting to Board of Directors, hiring, fundraising, managing the leadership team, overseeing all aspects of the school's financial, operational, and educational operations, and leading all strategic planning. The minimum criteria for the Executive Director candidate include:

- Philosophical alignment with the college preparatory mission of the school

- Urban classroom experience with a proven track record of results
- Commitment to continuous professional development
- Experience managing adults
- Knowledge of applicable education laws, school finance, budgetary planning, governance, and fundraising
- Excellent written and verbal communication skills
- Advanced degree (MA, MBA) highly preferred
- Background Clearance from FBI/DOJ
- TB clearance

Academic Support Qualifications

The **Academic Director** is responsible for supervising teachers, overseeing implementation of curriculum, supporting high quality instruction and assessment, and working with special education providers. The minimum criteria for the Academic Director candidate include:

- Bachelor's Degree
- CA teaching credential or out of state equivalent
- 2-5 years urban teaching experience with a proven track record of outstanding quantifiable results
- Experience in curriculum and assessment development highly preferred
- Demonstrated knowledge of literacy and numeracy strategies for elementary grades
- Experience effectively managing adults
- Highly qualified under NCLB
- Advanced degree (MA, MBA) highly preferred
- Background Clearance from FBI/DOJ
- TB clearance

The **Blended Learning Director** is responsible for the smooth implementation of technology and blended learning across all classrooms. The Blended Learning Director also supports teachers through coaching and professional development. The minimum criteria for the Blended Learning Director candidate include:

- Bachelor's Degree
- CA teaching credential or out of state equivalent
- 2-5 years urban teaching experience with a proven track record of outstanding quantifiable results
- Experience in curriculum and assessment development highly preferred
- Demonstrate knowledge of technology, adaptive learning programs, and implementation strategies
- Demonstrated knowledge of literacy and numeracy strategies for elementary grades

- Experience effectively managing adults
- Highly qualified under NCLB
- Background Clearance from FBI/DOJ
- TB clearance

The **Dean of School Culture** is responsible for ensuring the school's culture remains strong, positive, and focused on students and their academic achievement. The Dean of School Culture supports teachers through coaching and professional development. The minimum criteria for the Dean of School Culture candidate include:

- Bachelor's Degree
- CA teaching credential or out of state equivalent
- 2-5 years urban teaching experience with a proven track record of outstanding quantifiable results
- Excellent classroom management skills and deep knowledge of techniques to effectively support challenging students
- Demonstrated knowledge of literacy and numeracy strategies for elementary grades
- Experience effectively communicating with families
- Experience effectively managing adults
- Highly qualified under NCLB
- Background Clearance from FBI/DOJ
- TB clearance

Operations Support Qualifications

The Operations Manager is responsible for ensure the efficient operation of the school's front office and works with members of the administrative team to ensure the success of the school. The minimum criteria for the Operations Manager candidate include:

- A minimum of an Associate's Degree or two years of college
- A minimum of two years' experience in a similar position
- Experience in schools highly preferred
- Thorough knowledge of MS Office Suite
- Background Clearance from FBI/DOJ
- TB clearance

Teacher Qualifications

Pursuant to **Ed. Code section 47605 (I)**, all teachers at Cornerstone Academy are required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to

hold. Flexibility will be granted only in accordance with **Ed. Code Section 47605(1)** for teachers in non-core courses. A teacher of core academic subjects must have:

- Bachelor’s degree
- 2-4 years urban teaching experience highly preferred
- CA Multiple Subject teaching credential or have an Preliminary or Intern Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
- Possess CLAD certification or be in the process of obtaining certification
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

Instructional Support Qualifications

Instructional Support Specialists support teachers with general instruction and supervision of students, relieve teachers of administrative tasks, implementing a variety of instructional programs and perform other duties as assigned.

- “NCLB compliant” – AA degree or 48 semester units or passage of county competency exam
- First aid and CPR certified by first day of employment
- Background Clearance from FBI/DOJ
- TB clearance
- Computer skills- proficiency in Word, Excel and others as necessary

Back Office Support

Cornerstone Academy contracts with EdTec, a back office support provider to provide Business and Operations Management services. These services include payroll, accounting, budgeting, fiscal management reporting and human resources. By doing so, staff is able to focus energies in areas of expertise, allowing sufficient time for reflection on instructional and curricular issues. The Executive Director and the Office Manager coordinate with EdTec to manage budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Staff Recruitment and Selection Process

To ensure selection of the highest quality staff, we implement the following selection process:

- The Board of Directors will hire the Executive Director.
- All other staffing decisions will be made by Executive Director in consultation with staff for the teaching positions.
- Posting of job openings (online, newspaper, referrals, and email)
- Use of teacher recruitment programs (i.e. Teach For America, EdJoin, and graduate school career fairs)
- Request of a resume, cover letter, and short essay responses
- Short introductory interview (by phone)
- In-person interview
- Sample teaching lesson followed by debrief with Executive Director
- Extensive interviews with multiple members of the school's existing staff
- Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates
- The Executive Director will make the offer of employment to the strongest candidates

The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, gender identity, age, disability, or any other protected classifications. All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff is required to produce documents for U.S. employment authorization and a Mantoux tuberculosis (TB) test prior to commencing employment.

Job Descriptions

Full job descriptions for key administrative positions are included in Attachment G. Job descriptions are revised as necessary to reflect the needs of the school. Cornerstone Academy reserves the right to staff these positions according to the school's evolving needs and may add positions in order to best fulfill our mission and the goals in our accountability plan.

Compensation and Benefits

Cornerstone Academy recognizes the importance of having strong, qualified teachers working with our students. We believe that teachers must be compensated for their hard work and dedication to their students. Cornerstone Academy offers base salaries that are competitive with the Franklin-McKinley district's wages. Teachers will be paid the total sum as a 11-month salary.

We offer all teachers the opportunity to earn a bonus, based on qualitative and quantitative measures, as outlined in the teacher evaluation process (Attachment F). The leadership team works closely with all teachers to set ambitious and attainable goals for student performance prior to the beginning of the school year. All full time classroom

teachers are eligible and receive clear communication as to how they can earn the bonus in order to make the process as transparent as possible.

In addition to salary, teachers are offered a competitive benefits package including medical and dental insurance. A current employee handbook can be found in Attachment H.

Element F: Health and Safety Procedures

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)

Cornerstone Academy has adopted policies to ensure the safety and well-being of our students while under our care and encourage healthy lifestyles beyond the school's doors.

We comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency, including regulations regarding hazardous materials. Cornerstone Academy follows the Healthy Schools Act, which details pest management requirements. Staff and students will be trained in safe evacuation procedures through regular earthquake and fire drills.

Cornerstone Academy operates as a drug-, alcohol-, and tobacco-free workplace.

Cornerstone Academy, in conjunction with Kennedy Elementary School (its collocation partner) has adopted a detailed safety plan on file in the main office. The safety plan is reviewed annually and updated as appropriate. Staff receives annual training from Safe Schools Online to ensure the plan is implemented consistently.

The safety plan includes:

- Emergency/disaster procedures including fire, earthquake, and lockdown
- Arrival and dismissal procedures
- Visitor Policy
- Student transportation
- Medical Records
- Policies for the storage and administration of medication
- Procedures for handling illness at school
- Procedures for handling minor and severe injuries at school
- Child abuse reporting procedures

Current student immunization records must be submitted to the school at the time of enrollment. Copies of these records will be maintained in the main office. Cornerstone Academy will abide by the McKinney-Vento Act and eliminate enrollment barriers faced by homeless children and youth including assisting with obtaining educational records, immunizations and naming a liaison that will help ensure that homeless children and youth enroll in, and have a full opportunity to succeed in, the school.

Students undergo vision, hearing, and scoliosis screenings.

Students requiring medication must have a signed permission form on file with the main office. Prescription medications must be accompanied by a doctor's note. Medications must be labeled with the student's name and dosage instructions. Administration of the medication will be logged and kept on file in the main office. The medication must be brought to the school's main office in its original package or container. Students may not possess any form of medication on their person during school hours. Medication will be kept in a locked cabinet or refrigerator. For special situations, such as field trips, the medication may be signed out by a Cornerstone Academy staff member.

In compliance with **Ed. Code § 44237**, all employees at Cornerstone Academy who interact with students undergo a criminal background check through the California Department of Justice, including fingerprinting facilitated by the local police department or authorized Live Scan fingerprinting service provider.

Adults who volunteer at Cornerstone Academy outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering. All costs associated with these processes shall be the responsibility of the individual with Cornerstone Academy providing assistance if necessary.

As a condition of being hired, all faculty and staff will:

- Undergo a criminal background check as stated above
- Clear a child abuse registry check
- Complete a full disclosure statement regarding prior criminal records
- Sign an agreement to follow child abuse reporting laws
- Provide certification of CPR training
- Submit proof of tuberculosis clearance

Element G: Means to Achieve Racial and Ethnic Balance

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 school district to which the charter petition is submitted.

Education Code Section 47605(b)(5)(G)

Cornerstone Academy strongly believes that a diverse cross section of students with a variety of life experiences adds to the learning experience for all students. As students prepare for a future in a diverse, ever-changing world, they need to have the opportunity to learn from others unlike themselves. Cornerstone Academy takes the following steps to ensure that students who are representative of the school's respective communities are recruited and feel welcome:

- Bring diverse staff on recruiting visits, including relevant foreign language-speaking teachers
- Post flyers and notices in local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in the community
- Develop marketing materials in multiple languages, in particular Spanish and Vietnamese
- Visit and speak about the school with local community based organizations, such as libraries and churches
- Conduct parent information sessions to elaborate on the educational program of Cornerstone Academy, as well as the commitment required from families to enroll their students in the school
- Visit with prospective students and families to discuss Cornerstone Academy's program
- Canvass neighborhoods to reach interested families
- Place advertisements in local newspapers and community organizations' newsletters
- Encourage referrals from community leaders and others seeking educational alternatives for their children

Cornerstone Academy will provide translation services for all promotional materials and any person-to-person interaction requiring translation services.

Cornerstone Academy will keep on file documentation of the efforts the school made to achieve student racial and ethnic balance and the results it achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

Element H: Admission Requirements

Admission requirements, if applicable.

Education Code Section 47605(b)(5)(H)

Cornerstone Academy will admit all pupils who wish to attend the school as outlined in **Ed. Code § 47605(d)(2)(A)**.

There are no specific admission requirements for Cornerstone Academy other than the kindergarten age requirement as specified in **Ed. Code § 4800**. Cornerstone Academy's admissions process will not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, occupation, actual or perceived sexual orientation or gender identity, or contain any sectarian or denominational doctrine or propaganda contrary to law. [**Ed. Code § 60044**] Cornerstone Academy will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. Cornerstone Academy will adhere to all state and federal laws regarding the minimum age of students.

Cornerstone Academy is open to all students who wish to attend the school, but focuses its student recruitment in the immediate and surrounding neighborhoods of the school in the Franklin-McKinley School District. We make a strong effort to ensure recruitment of low-achieving and economically disadvantaged students and are open to working with the District to identify these students.

Applications are made available in English, Spanish, and Vietnamese. Open enrollment periods are advertised to all families through various means. School tours and information nights are held during the day and in the evening. If by the close of enrollment the number of applications is less than the number of seats available, all applicants are accepted and enrolled in the school. Subsequent applications will be accepted on a first come, first served basis until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be placed on a waiting list.

Should the number of students who wish to attend Cornerstone Academy exceed the enrollment limit by the close of enrollment, a public random lottery will take place to determine the school enrollment per **Ed. Code § 47605(d)(2)(B)**. The lottery will take place immediately following the close of the enrollment period. Students currently enrolled at the school are exempt from the lottery. Preference will be given first to siblings of existing students and children of staff and board members (not to exceed 10% of total enrollment), and second to students residing in the Franklin-McKinley School District. The preferences listed above are consistent with **Ed. Code § 47605(d)(2)** and applicable federal law.

The lottery will be conducted by a non-interested party that will draw the pupil names and verify lottery procedures are fairly executed. The lottery will be held at the school's

primary location. Students who have lottery preference as stated above shall be drawn before names of children without preference are drawn.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.

Although the lottery is open to the public and families are encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results are mailed to all applicants and follow up phone calls are made.

Admission to the school is offered to students according to their numerical ranking until capacity is reached. All remaining names are placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the school and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

The school will designate an application deadline and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in public location and the school website regarding the date and time of the public drawing once the deadline date has passed. The lottery will be conducted in the evening so interested parties will be able to attend. A waiting list will be developed from the new applications that do not receive admission each year and will be considered should a vacancy occur during the year. During the enrollment period, parents/guardians will indicate if child is a sibling. Sibling names will be color coded, so when and if their name is pulled, the announcer knows a sibling is called and sibling priority is applied.

Cornerstone Academy will use a neutral proctor to ensure the lottery procedures are fairly executed.

Element I: Audit

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)

The governing board of Cornerstone Academy will arrange for an annual audit to verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. Cornerstone Academy will correct any deficiencies and report to the District how they were resolved.

The audit will be conducted in accordance with generally accepted accounting principles and in accordance with the K-12 audit guide as incorporated into the California Code of Regulations. The audit will be transmitted to the State Controller and CDE by December 15 of each year.

Audit Results	
2010-2011	Unqualified
2011-2012	Unqualified
2012-2013	Unqualified
2013-2014	Unqualified

Element J: Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

Education Code Section 47605(b)(5)(J)

Cornerstone Academy creates a school culture where students are able to focus on learning. The discipline system is designed to create and maintain a productive place of learning and our methods are intended to be preventative. Expectations for school behavior are developmentally appropriate and clearly articulated to students and families during orientation and will be provided as written policy in our Family Handbook. (Attachment I)

Teachers are trained to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive incentives and negative consequences. Students who do not adhere to stated expectations for behavior and who violate the school rules may expect consequences for their behavior. Consequences are fair, gradual, and developmentally appropriate. Consequences include, but are not limited to:

- Warnings, verbal and/or written
- Loss of privileges (structured choice time)
- Notice to parents by telephone or letter
- Parent conference
- Suspension
- Expulsion

Cornerstone Academy's structured environment and "sweat the small stuff" approach encourages the most positive of student behaviors and prevent us from having to resort to more serious consequences. However, we have clear policies governing suspension and expulsion. Certain offenses result in in-school suspension while other more serious violations result in out-of-school suspensions. Suspended students will be responsible for making up all missed work within an agreed upon timetable.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the School. In creating this policy, the School has 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 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 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. 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. 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 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 Executive Director'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 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 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 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 the School or at any other school or a School sponsored event at anytime 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. Progressive Discipline

The School believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, the School is committed first and foremost to the health and safety of our students and staff;

and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. Accordingly, the following progressive discipline steps **SHALL NOT** preclude the immediate suspension and/or recommendation for expulsion of any student for any of the enumerated offenses listed below in Section C in accordance with the procedures outlined below. In addition, the following progressive discipline steps shall not preclude the initiation of alternative discipline/warning activities with a student and his/her parent(s) or guardian(s) upon the discretion of the Executive Director or designee.

1. Each teacher shall implement a school-wide classroom behavior strategy that is developed by the teachers, and explained to students and parents verbally and in writing and implemented consistently amongst all students unless otherwise dictated by Section 504 Accommodation Plan or Individualized Education Plan. Teachers shall facilitate the translation of the behavior strategy into a pupil or parent's primary language if in the teacher's professional judgment the translation is necessary for a parent or student's full understanding and support of the behavior strategy.
2. Each classroom behavior strategy shall specifically allow for the referral of a student to the Dean of School Culture (DOSC) for any of the enumerated offenses listed below in Section C.
3. Upon the 1st referral in one school year of a student to the DOSC:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent/ guardian. This notice shall be followed by telephonic notice by the DOSC to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the DOSC shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.
4. Upon the 2nd referral in one school year of a student to the DOSC:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent /guardian. This notice shall be followed by telephonic notice by the DOSC to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the DOSC shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.

- b. A conference will be held with the student, the parent / guardian, the classroom teachers, and the administrative team in order to implement a behavior plan. At this conference, a follow-up date will be set to assess the progress of the student's behavior plan.
 - c. A student may be sent home for the day depending on the severity of the offense. The suspension shall be in accordance with the procedures described in Section D1 below.
5. Upon the 3rd referral of a student in one school year to the DOSC:
- a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the DOSC to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the DOSC shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. The student may be suspended for 1-3 days with the amount determined by the discretion of the DOSC taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.
6. Upon the 4th referral of a student in one school year to the DOSC:
- a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the DOSC to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the DOSC shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. The student may be suspended for 3-5 days with the amount determined by the discretion of the DOSC taking into consideration the severity of the offense and the student's behavior history. The suspension shall be in accordance with the procedures described in Section D1 below.

7. Upon the 5th referral of a student in one school year to the DOSC:
 - a. A referral form shall be completed by the teacher with a copy for the student's file and a copy to be sent home to the parent(s) or guardian(s). This notice shall be followed by telephonic notice by the DOSC to the parent or guardian. If the parent is unreachable after one attempt at the number given by the parent/guardian on registration forms, the DOSC shall make a reasonable effort to leave a telephone message notifying the parent/guardian of the offense(s) committed by the student which resulted in the referral.
 - b. The student may be suspended for up to 5 days. The suspension shall be in accordance with the procedures described in Section D1 below.
 - c. Automatic recommendation to the Executive Director of the student for expulsion in accordance with the authority granted and the process outlined in Sections E-O below. Upon such a recommendation 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 Executive Director or designee upon either of the following determinations: 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. All results will be documented Infinite Campus.

C. 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 of 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 terrorist 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, threaten 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 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 Executive Director 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 Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled 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 of 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 terrorist 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, threaten 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

- 3) “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:
- v. 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.
 - vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - vii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - viii. 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.
- 4) “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 Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled 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 Executive Director 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.

D. 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 Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director 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 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 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 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 Executive Director or Executive Director'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 Executive Director 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.

E. Authority to Expel

A student may be expelled either by the School Board of Directors following a hearing before it or by the School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board of Directors 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 School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors 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.

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 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 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.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 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 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 person or panel conducting the 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 person 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 person 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 person 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 School must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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 the 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.

H. 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.

I. 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 of Directors, Panel or designee 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 of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board of Directors is final.

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

J. Written Notice to Expel

The Executive Director or designee following a decision of the Board of Directors 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: Notice of the specific offense committed by the student; and 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 School.

The Executive Director 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
b) The specific expellable offense committed by the student

K. Disciplinary Records

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

L. No Right to Appeal

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

M. 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 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.

N. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 School for readmission.

O. 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 of Directors following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

(b) Notification of District

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

(c) 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.

(d) 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 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 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 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 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 School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the 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 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.

(e) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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 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 School agree otherwise.

(f) Special Circumstances

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 Executive Director 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.

(g) Interim Alternative Educational Setting

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

(h) 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 School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The 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 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 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 School supervisory personnel.

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

The School shall not be deemed to have knowledge of 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.

Element K: Employee Retirement Systems

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)

To attract and retain teachers and staff of the highest quality, Cornerstone Academy offers competitive retirement programs to its employees. In compliance with **Ed. Code § 47611**, we inform all applicants about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate.

Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the California State Teachers Retirement system (STRS). Cornerstone Academy implements all applicable STRS policies and procedures, including policies regarding mandatory and permissive membership in STRS for eligible school staff. Certificated personnel who participate in STRS are exempted from participating in federal social security. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account. For non-certificated, full-time employees, Cornerstone Academy will contribute to Social Security and have the option to contribute voluntarily from their salary to a 403(b) retirement account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify..

Cornerstone Academy will make all legally required contributions required of employers in California such as workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Element L: Public School Attendance

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 residing in the Franklin-McKinley School District who opt not to attend Cornerstone Academy may attend other District schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of their district or county of residence.

Element M: Rights of District Employees

A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Cornerstone Academy. Employees of the District who choose to leave the employment of the District to work at Cornerstone Academy will have no automatic rights of return to the District after employment by Cornerstone Academy 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 at Cornerstone Academy that the District may specify, any rights of return to employment in a school district after employment at Cornerstone Academy that the District may specify, and any other rights upon leaving employment to work in Cornerstone Academy that the District determines to be reasonable and not in conflict with any law.

All employees of Cornerstone Academy will be considered the exclusive employee of the 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 Cornerstone Academy. Employment by Cornerstone Academy provides no rights of employment at any other entity, including any rights in the case of closure of Cornerstone Academy.

Element N: Mandatory Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

Education Code Section 47605(b)(5)(N)

The following provisions are intended to define a mechanism for: a) the resolution of any disputes within Cornerstone Academy pursuant to their policies; and b) ensuring the high operational standards of Cornerstone Academy while minimizing the oversight burdens on the Franklin-McKinley School District. With respect to each of these procedures, it is Cornerstone Academy's intention that all public commentary be withheld pending full resolution.

The District agrees to promptly refer all complaints regarding Cornerstone Academy operations to the Executive Director or Board for resolution in accordance with Cornerstone Academy's adopted policies. The District shall not intervene in any such internal disputes without the consent of the Board of the Cornerstone Academy. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Cornerstone Academy will be provided with a copy of Cornerstone Academy's policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook which outlines both a formal and informal process for complaint resolution. The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Cornerstone Academy and the Franklin-McKinley School District will attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. Cornerstone Academy acknowledges the District's ongoing right to inspect or observe the charter school under **Ed. Code § 47607**, et seq., and such inspection and observation is not subject to this dispute resolution mechanism.

In the event of a dispute between Cornerstone Academy and the District, the staff, employees, and Board members of Cornerstone Academy agree first to frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the Executive Director of Cornerstone Academy. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to the revocation of the charter in accordance with **Ed. Code § 47606**, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with **Ed. Code § 47607**.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (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 of

Directors who shall jointly meet with the Superintendent and the Executive Director of Cornerstone Academy Preparatory 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 Executive Director 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 Executive Director. 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 Cornerstone Academy. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and the Charter School.

The authorizing agency may revoke the charter of Cornerstone Academy if Cornerstone Academy commits a breach of any terms of its charter. Further, the authorizing agency may revoke the charter if Cornerstone Academy commits a breach of any provision set forth in a policy related to charter schools adopted by the authorizing agency and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the authorizing agency may revoke the charter of the Cornerstone Academy on any of the following grounds:

- Cornerstone Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Cornerstone Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Cornerstone Academy violated any provisions of law.

Prior to revocation, and in accordance with **Ed. Code § 47607(d)**, the District will notify the Cornerstone Academy in writing of the specific violation, and give the Cornerstone Academy a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Element O: Exclusive Public School Employer

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.

Education Code Section 47605(b)(5)(O)

Cornerstone Academy will be the exclusive public employer of employees of the charter school for collective bargaining purposes. As such, Cornerstone Academy will comply with all provisions of the Educational Employment Relations Act (EERA). Cornerstone Academy recognizes its responsibility to adhere to the legal requirements of engaging in negotiations of a collective bargaining agreement with employees if they so desire to pursue this option.

Element P: Closure Procedures

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)

The following closing procedures abide by AB 1994 and **Ed. Code § 47605(b)(5)(P)**, should the school close for any reason. The decision to close Cornerstone Academy either by the Cornerstone Academy governing Board or by the authorizing agency, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the authorizing agency; Cornerstone Academy board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Cornerstone Academy will be issued by Cornerstone Academy within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to authorizing agency within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with district procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to authorizing agency of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action. Written notification will include the date of the closure, the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' district(s) of residence, and how pupil records may be obtained.
3. Transfer of student records to the receiving schools, within seven business days from the request of a receiving school. Records will include grade reports, state assessment results, special education records, and English language learner files.

4. Written notification to the California Department of Education and the authorizing agency of the Closure Action shall be made by Cornerstone Academy by registered mail within 72 hours of the decision to Closure Action. Written notification will include the date of the closure, the name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure, the pupils' district(s) of residence, and how pupil records may be obtained.
5. Cornerstone Academy shall allow the authorizing agency access, inspection and copying of all school records, including financial and attendance records, upon written request by the authorizing agency.
6. A financial closeout audit of the school will be paid for by Cornerstone Academy to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Cornerstone Academy will be the responsibility of Cornerstone Academy and not the authorizing agency. Cornerstone Academy understands and acknowledges that Cornerstone Academy will cover the outstanding debts or liabilities of Cornerstone Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Cornerstone Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until the budget allows, whichever comes first, sufficient staff as deemed appropriate by the Cornerstone Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The Cornerstone Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, Cornerstone Academy will also submit any required year-end financial reports to the California Department of Education and the authorizing agency, in the form and time frame required.
10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.
 - a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to the authorizing agency prior to approval of this Petition.

11. Written notification to the State Teachers Retirement System and all contracted service providers, to be made within one week of the determination of the Closure Action.

Additional Information

Financial Planning, Reporting, and Accountability

Budget

The budget and cash flow are included in this petition as an Attachment O.

Cornerstone Academy is a fiscally independent, direct funded charter school. The Board of Directors takes seriously its fiduciary responsibility to oversee the management of public money. As such, a system of internal fiscal controls has been instituted, including policies for cash handling and check writing, sound bookkeeping and accounting practices, and conservative financial planning and budget forecasting. We maintain a cash reserve of five percent of expenditures to protect against cash flow challenges and an additional reserve of one percent of expenditures for errors or omissions.

On-site management of Cornerstone Academy's finances is the responsibility of the Executive Director, who will be assisted by the Operations Manager. Cornerstone Academy also utilizes the services of EdTec. We will follow financial best practices in establishing investment strategies for cash balances and deposit procedures for all school funds.

Insurance

Cornerstone Academy has acquired standard insurance policies including Directors and Officers Insurance, workers compensation insurance, property insurance, student accident insurance, and general liability insurance.

Administrative Services

Administrative services are managed in-house and contracted with appropriately qualified and/or credentialed outside providers as necessary. We fairly evaluate any offer from the District for services against offers from third party vendors.

Reporting

Cornerstone Academy submits the following reports to the appropriate authorities:

- Provisional Budget – May 15 prior to operating budget
- Final Budget - July 1 of the budget fiscal year
- First Interim Projections - December 15 of Operating Fiscal Year
- Second Interim Projections - March 15 of Operating Fiscal Year
- Unaudited Actual - July 15 following the end of the Fiscal Year
- Audited Financial Statements- December 15 (also to State Controller, State Department of Education and County Superintendent of Schools)
- Other reports requested by the District

Cornerstone Academy will promptly respond to all reasonable inquiries from the Franklin-McKinley School District, including but not limited to, inquiries regarding financial records, and will consult with the Franklin-McKinley School District regarding any inquiries.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of Cornerstone Academy’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% of revenue if the Charter School is able to obtain substantially rent free facilities from the District.

Facilities

Pursuant to Proposition 39, Cornerstone Academy will seek district facilities from the Franklin-McKinley School District. **Under Ed. Code § 47614** and related regulations, certain charter schools that are serving at least 80 students can seek to be housed for one year on Franklin-McKinley School District school facilities. The school district, in turn, may charge a pro rata share for these facilities. In occupying district facilities, Cornerstone Academy will adhere to all District regulations regarding facility safety.

Cornerstone Academy seeks the support of the Franklin-McKinley School District in securing facilities and requests to stay at the current site, a co-location with Kennedy Elementary School. We anticipate our facilities needs are as follows:

Facilities	
	Year 6 (Full Capacity)
Grades served	K-6
Anticipated enrollment	462 students
Number of classrooms	Approx. 17 classrooms
Additional Needs	<ul style="list-style-type: none"> ❖ Administration Office Space ❖ Conference Room

	<ul style="list-style-type: none">❖ Access to cafeteria❖ Access to gym/outdoor play space❖ Intervention/Pull Out Room❖ Teachers' Resource Room
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Transportation

Cornerstone Academy does not provide transportation for students from home to school or school to home except in order to comply with the ADA and the IDEIA. Transportation for field trips will be contracted with either the district or a licensed contractor.

Impact on the Charter Authorizer

This statement is intended to fulfill the terms of **Ed. Code § 47605(g)** and provides information regarding the potential effects of Cornerstone Academy on the Franklin-McKinley School District.

Cornerstone Academy, a 501(c)3 nonprofit corporation, is responsible for matters of civil and financial liability resulting from the operation of the charter school. The Franklin-McKinley School District will not be liable for the debts or obligations of Cornerstone Academy. Cornerstone Academy assumes these responsibilities and will purchase and maintain general liability, directors and officers, property, workers' compensation, and unemployment insurance policies.

Financial Benefits

An oversight fee of up to 3% of public funds, excluding funds secured by Cornerstone Academy on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight, provided that Cornerstone Academy is housed in a District building pursuant to Proposition 39. In the event that the District does not provide facilities and the school is not located on District property, the District may collect only 1% oversight fees.

Special Education

Cornerstone Academy plans to operate as an LEA for special education services. As such, Cornerstone Academy's state and federal special education revenue will flow directly from the SELPA to the school. No encroachment payment will be made from the school. Cornerstone Academy reserves the right to modify this option in subsequent years.

Civil Liability

Franklin-McKinley School District will not be liable for the debts or obligations of the charter school pursuant to **Ed. Code § 47604**.

Amendments

Any material amendments to this charter shall be made by the mutual agreement of the governing board of Cornerstone Academy and the Franklin-McKinley School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in **Ed. Code § 47605**.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Franklin-McKinley School District and the Board of Directors of Cornerstone Academy. The district and the school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by U.S. mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of the facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Cornerstone Academy Preparatory School at:

Cornerstone Academy Preparatory School

Attn: Shara Hegde

1598 Lucretia Avenue

San Jose, CA 95122

shegde@buildingexcellentschools.org

To the District at:

Franklin-McKinley School District

Attn: Dr. John Porter, Superintendent

645 Wool Creek Drive

San Jose, CA 95112