

Charter Petition

Campbell School of Innovation

January 2018

Campbell Union School District

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Charter Petition Campbell School of Innovation

I. Introduction

On June 22, 2017, the Campbell Union School District (“District” or “CUSD”) Board of Trustees (“Board”) approved a plan to open a new TK-8 dependent charter school for the 2018-19 school year. Beginning in January 2017, a committee comprised of parents, teachers, administrators, and community members (the “Transformation Team”) began meeting to develop a general framework and timeline for the opening of the new school, to be called *Campbell School of Innovation* (“Charter School” “CSI” or “Campbell School of Innovation”). In the fall of 2018, the Charter School will open as a TK-4, growing by a grade level or more in subsequent years. It will be located at the former Campbell Middle School site at 295 Cherry Lane, Campbell, California 95008. If approved, the initial term of the charter will be for a five-year period, from July 1, 2018, to June 30, 2023.

Mission:

Campbell Union School District, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed.

Campbell School of Innovation’s mission is to change the landscape of learning. We will create learning experiences that prepare students to know themselves as learners in order to make positive contributions and creative solutions for a better world. The instructional program will include personalized learning and the development of knowledge through real-world opportunities. Campbell School of Innovation will be a model for programs and instruction that engages, empowers, and inspires all children to feel safe and thrive. Teachers will create learning experiences that engage students with relevant content and encourage inquiry, problem-solving, and critical thinking. Grounded in Design Thinking strategies, students will acquire a sense of empathy, inspire one another, and deepen their impact on our fast-paced world of change. Students will also engage with the community in a variety of ways to enhance their communication skills and develop themselves as change makers.

Vision:

Our vision at Campbell School of Innovation is: SEEK, LEARN, LEAD.

“We are a community that seeks to understand, learns through design, and leads with innovation to create a better world.”

We **SEEK** to understand our community, to be empathetic, tolerant, reflective, and curious.

We **LEARN** for a purpose. Learning is authentic, relevant, and public.

We **LEAD** – we take action to innovate, inspire, and design.

Core Values:

- Students are at the center
- Learning must be authentic
- All students will grow

- We are all designers
- We learn together

21st Century Skills:

- Critical thinker
- Communicator
- Collaborator
- Creator
- Contributing citizen

Targeted Student Populations:

Campbell School of Innovation will open in August 2018 and will eventually serve students in transitional kindergarten (“TK”) through eighth grade. In the 2018-2019 school year (“Year One”), we estimate that we will open with approximately 325 students in grades TK – 4, adding a grade level or more each year. At full build out, we estimate that Campbell School of Innovation will have approximately 850 students in TK through 8th grade. In Year One and subsequent years, the District will use the CUSD staffing ratio to determine the number of teachers needed for the Charter School, including Special Education teachers and those who are qualified to teach English Language Development and Intervention classes.

Campbell School of Innovation will attract those families and staff who are seeking an alternative approach to their current educational system; those with a desire for a more innovative model based on Design Thinking and personalized learning.

II. Affirmations and Assurances (Ed. Code, § 47605(d)(1).)

Campbell School of Innovation:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1).]
2. Will operate under the legal authority and governance of the Campbell Union School District governing Board, as a dependent charter school within the District.
3. Will deem Campbell Union School District to be the exclusive public school employer of the employees of Campbell School of Innovation for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6).]
4. Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1).]
5. Will not charge tuition. [Ref. Education Code Section 47605(d)(1).]

6. Will admit all students who wish to attend Campbell School of Innovation and who submit a timely application, unless the Campbell School of Innovation receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605 (d)(2)(B).]
7. Will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605 (d)(1).]
8. Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
9. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations (“5 CCR”) Section 11967.5.1(f)(5)(c); Education Code Section 47605(l).]
10. Will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
11. If a pupil is expelled or leaves the Campbell School of Innovation without graduation or completing the school for any reason, the Campbell School of Innovation shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3).]
12. Will comply with all other federal, state, and local laws and regulations that apply to Campbell School of Innovation, including but not limited to the Ralph M. Brown Act (“Brown Act”), the Political Reform Act, the California Public Records Act, the federal Family Educational Rights and Privacy Act (“FERPA”), and all applicable portions of the Every Student Succeeds Act.
13. Campbell School of Innovation shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
14. Campbell School of Innovation shall on a regular basis consult with its parents and teachers regarding the Campbell School of Innovation’s educational programs.

Guiding Principles:

Respect

- We convey an appreciation for the unique social, emotional, physical, and intellectual qualities of self and others.
- We accept individual and cultural differences in the school community.
- We display courtesy and compassion for others.
- We practice honesty and sincerity in relationships and actions, allowing for trust to be developed and maintained.

Responsibility

- We practice responsibility by following through with commitments and being reliable and dependable members of the school community.
- Child, home, school, and community are aware of and held accountable for their actions and decisions, taking ownership of results.

Learning

- We demonstrate a commitment to the learning process that strives for continuous improvement, encouraging individuals to achieve their personal best.
- We sustain a culture that encourages individuals to become life-long learners, problem-solvers, and informed risk-takers.

Collaboration

- As a team, we maintain a culture that works together to create awareness by communicating ideas, sharing knowledge, and practicing the guiding principles of the school community.

Safety and Wellness

We provide a safe environment for all, teaching healthy choices and decision-making skills that facilitate the social, emotional, physical, and intellectual growth of our students.

III. Required Elements

A. Element 1: Educational Program

Education Code 47605(b)(5)(A)(i): The educational program, including descriptions of the students to be served, what it means to be an “educated person” in the 21st century, how learning best occurs, annual school goals to achieve state and school priorities, and supporting school actions to achieve school goals.

Campbell School of Innovation will be a TK-8 school that will offer students an exceptional learning experience. We want to empower students to become expert learners and critical thinkers who are prepared to navigate complex problems with flexibility and a growth mindset. Built on a strong foundation of Design Thinking, students will be prepared to be strategic in their learning, set goals

and action plans, as well as monitor their individual academic progress. Our learning journey will blend foundational experiences with innovative practices that inspire and engage each child. The school will promote a shared responsibility among the child, home, school, and community to achieve this goal.

Description of Educational Program:

Campbell School of Innovation will be a TK-8 learning community whose mission it is to develop self-directed and engaged learners, who are independent thinkers as well as responsible citizens. CSI is committed to:

- Fostering a strong community of faculty, staff, students, and parents working together to create a unique, challenging, engaging, and individualized learning environment.
- Continuous improvement of teaching and learning based on current research about how children learn best
- Strong family involvement
- Respecting the cognitive, emotional, social, and physical development of each child.

Deeper learning is a fundamental premise of the educational philosophy and practice at CSI. It is realized through an educational model that is aligned with the State Standards including but not limited to the Common Core State Standards, Next Generation Science Standards, and the English Language Development Standards, collectively referred to herein as the “State Standards.” Our community will be student-centered project-based, and taught by a qualified and diverse faculty. Learning will be enhanced by the CSI environment, strong parental involvement, and a culture that holds high expectations for learning, coupled with a “growth mindset” --- a belief that students try harder and learn more if they believe they can, and that they view challenging material and mistakes as opportunities for learning and growth rather than things to be avoided.

Key to student achievement and their learning experience at CSI will be:

Inquiry-based Learning

Inquiry-based learning, specifically Project Based Learning (PBL) and Design Thinking (DT) will be at the heart of CSI’s educational program. CSI will employ driving /essential questions –intriguing, open-ended questions that frame the project or real-world problem to engage students, challenge them to think critically, and create a need to know the material. Projects will have a real-world context, use real-world processes, tools and quality standards, make a real impact, and/or is connected to students’ own interests and identities. Taking an empathy-based approach to the project, students will select, plan, investigate, and research their area of inquiry. At the end of the project, students will demonstrate what they have learned/a possible solution to the dilemma in a variety of formats, including, but not limited to a theatrical performance, a physical object, a proposal for a policy recommendation, a plan for improvement, etc.

Design Thinking

Woven into projects, students will become expert learners who use the design process to achieve their objectives and goals through the design thinking process:

- Empathy – students choose an authentic, real-world problem, understand the user’s needs,
- Define – students synthesize the information and insights they have gleaned to create a

- meaningful and actionable problem statement
- Ideate – the brainstorming stage where students learn to use their imagination to develop solution concepts that can be tested.
- Prototype – students test their ideas by developing a prototype, such as a gadget, a role-playing activity, a storyboard or another design that encourages both kinesthetic learning and communication.
- Test – students move back and forth between prototyping and testing to refine their ideas, trying multiple variations and reflecting and refining their ideas.

Personalized Learning and Differentiated Instruction

CSI understands that all students have different kinds of strengths as well as growth areas. We believe that each individual's approach to learning can be described by the concepts of Multiple Intelligences (linguistic, mathematical, intrapersonal, intrapersonal, bodily-kinesthetic, spatial, musical and naturalistic). CSI believes that all students can achieve challenging learning goals with appropriate academic support. Consequently, CSI is committed to differentiating instruction through a variety of means including differentiating materials, mentoring, flexible grouping, peer-assisted learning, cooperative learning, as well as an environment that is conducive to the way students learn best. Technology will also allow CSI to enhance and customize student learning.

Performance and Standards-based Assessment

One of the central tenets of a student-centered deeper learning approach is using authentic assessments that diagnose students' specific learning needs, encourage skill acquisition, and foster students' mastery of content. CSI students will demonstrate that they have met the expected knowledge and skills through projects, portfolios, presentations, and products. Authentic assessments will be designed to give students opportunities to practice, improve and demonstrate their skills, knowledge and understanding, not simply displaying their memory of unrelated and quickly forgotten facts. CSI will use both formative and summative assessments to evaluate student learning in alignment with the Standards.

English Learners:

The Charter School recognizes that a portion of the target population includes English Learners and that strategic and accelerated supports are critical to their success. Students will receive instruction in both designated and integrated settings. CSI will meet all applicable legal requirements for English Learners as it pertains to:

- Annual notification to parents
- Student identification, placement, program options,
- EL and core content instruction,
- Teacher qualifications and training,
- Re-classification to fluent English proficient status,
- Monitoring and evaluating program effectiveness
- Standardized testing requirement

In alignment with all district, state, and federal requirements, CSI will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

English Language Proficiency Assessments for California (ELPAC) Testing

The Charter School will annually administer the ELPAC or other assessments, as may be required by law, to all eligible students. In serving the needs of its English Learners, the Charter School shall follow the Campbell Union School District Master Plan for English Learner Students and shall be responsible for compliance with all applicable state and federal requirements regarding state and federal testing, reclassification and reporting for English Learners.

Students Eligible for Special Education and Section 504:

The Charter School shall be categorized as a public school of the District, which shall be the local educational agency for the purposes of special education in accordance with Education Code Section 47641(b). Students attending *Campbell School of Innovation*, who qualify for special education or related services pursuant to the IDEA or Section 504, shall be served by the Campbell Union School District in the same manner as it serves other Campbell Union School District students. The following provisions summarize the manner in which the Charter School will serve its students with disabilities.

- It is understood that all children will have access to the Charter School and that no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (IDE), Section 504 of the Rehabilitation Act (Section 504) and the Americans with Disabilities (ADA), and the Individuals with Disabilities in Education Improvement Act ("IDEA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School will implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.

Section 504 of the Rehabilitation Act

CSI 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 CSI. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act. A 504 team will be assembled and will include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review existing records; including academic, social-emotional and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. Pending that determination, the team shall ensure that the student receives the free and appropriate public education (FAPE). Written notice is given to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them.

Services for Students Under IDEA

CSI intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. The Charter School shall:

- Comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures.

- Provide services for special education students enrolled in the Charter School
- Follow SELPA policies and procedures and utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints
- Maintain the confidentiality of pupil records
- Promptly respond to all County of SELPA inquiries
- Comply with reasonable County of SELPA directives
- Allow the County or SELPA access to Charter School students, staff, facilities, equipment, and records as required to fulfill all County obligations under this Agreement or imposed by law.

“At Risk” Students and Students Achieving Below Grade Level:

A variety of metrics are used to identify and determine which students are not making adequate progress towards meeting grade-level standards. Campbell School of Innovation will utilize a Multi-Tiered Systems of Support (MTSS) model to meet the needs of students who are at risk or performing below grade level. This comprehensive systematic approach will address students’ academic needs as well as their social, emotional, and behavioral development and also includes a professional development component that focuses on teacher practice and collaboration.

Similar to the Response to Intervention (RtI) model, the first level of intervention is in the classroom, where teachers differentiate and scaffold instruction to enable students to achieve individualized objectives throughout the day. Depending on student performance and student behavior, parent-teacher conferences may be included in this step of the process.

The second level of intervention occurs when a student fails to make adequate progress towards meeting grade level standards. In this case, a Student Study Team (SST) meeting will be held. This is a meeting involving the parent/guardian, teachers, student, and administrator. The meeting is held to discuss the student’s strengths and challenges, as well as the specific concerns. The team will have a conversation about the student’s progress including accommodations and modifications that have already been implemented, an analysis of formal and informal assessment results, and any social or emotional issues if noted. Often times, students will be enrolled in a school-based program either before school, after school, or during the instructional day to boost basic skills in math or reading. A plan and timeline will then be created including specific goals and the individuals who are accountable for meeting the goals, with a follow-up meeting to determine the plan’s effectiveness after a reasonable period of time.

The third level of intervention is a more intensive SST where special education or support teachers may be used to provide more intensive intervention in small groups or a 1:1 setting over a specified period of time.

Students Achieving Above Grade Level:

Learning at CSI will be student-centered, and students will have voice and choice in their learning. Since much of the learning will be project-based, students who are achieving above grade level will be able to choose projects based on their interest, their level of maturity, and their ability. Additionally, regular assignments will be open-ended and differentiated, ensuring that all students’

needs are met and that students are sufficiently challenged at the appropriate levels. Based on the Design Thinking process, students who are achieving above grade level will have the following opportunities and learning experiences:

- Nurturing curiosity
- Making connections and applying their knowledge
- Generating creative and valid explanations
- Variety of assessments/performance tasks for them to show their learning
- Choice and ownership in their learning
- Investigation
- Inquiry-based research
- Asking higher-level questions
- Integration of technology

Education Code 47605(b)(5)(A)(ii):The annual goals for Campbell School of Innovation 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.

Goals:

1. Improve student achievement through high expectations, regular monitoring of student progress, and staff development.
 - a. Provide a student-centered instructional program that will improve academic achievement and provide students with 21st century skills.
 - b. Continue to refine our program model to address the needs of all students.
 - c. Provide professional development aligned to our core beliefs
2. Promote a culture that provides a positive and safe school environment.
 - a. Instill positive behaviors with the use of standardized rules and consistent reinforcement.
 - b. Provide leadership and service learning opportunities for our students.
 - c. Complete the school-wide safety plan and update it annually.

Eight State Priorities - Education Code section 52060

Charter School Goals, Actions, Outcomes, and Methods of Measurement That Align With the Eight (8) State Priorities
<p>Pursuant to Education Code section 52060, the following is a table describing the goals for the Charter School for all pupils and for each subgroup of pupils, to be achieved in the 8 state priorities. The Local Control and Accountability Plan (LCAP) shall be created in the opening year of the Charter School and maintained at the site.</p>

CONDITIONS FOR LEARNING	
Priority #1 – Basic Services <i>A. The degree to which teachers are appropriately assigned and fully credentialed.</i> <i>B. Students have access to standards aligned instructional materials.</i> <i>C. School facilities are maintained in good repair.</i>	
Sub-Priority A - Teachers	
Goal to Achieve Sub Priority	Recruit, hire, develop and maintain fully credentialed teachers who are appropriately assigned and deliver high-quality instruction.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Provide competitive salaries to attract and retain high quality teachers • Provide direct support to teachers in the classroom. • Deliver professional development to certificated teachers and paraprofessionals • Provide Beginning Teacher Support & Assessment (BTSA) induction program for qualified teachers
Measurable Outcome	All teachers will be fully credentialed, appropriately assigned, and fully supported.
Method of Measurement	<ul style="list-style-type: none"> • Personnel files • CALPADS reports
Sub Priority B – Instructional Materials	
Goal to Achieve Sub Priority	Use standards-aligned instructional materials, curricula, resources, and technological supplements that will prepare students for college and career success.
Actions to Achieve Goal	Purchase, provide, and develop all materials, curricula, resources, and tech supplements that are standards-aligned.
Measurable Outcome	All students will have access to district-adopted, state aligned materials, resources, as well as appropriate tech devices.
Method of Measurement	Staff will receive and distribute all materials, admin will monitor and oversee
Sub Priority C - Facilities	
Goal to Achieve Sub Priority	Maintain facilities in good repair.

Actions to Achieve Goal	District and site administrators will conduct regular walk-throughs of the site to ensure good repair and safety of all personnel.
Measurable Outcome	School will consistently maintain a safe environment – all repairs will be made in a timely manner.
Method of Measurement	<ul style="list-style-type: none"> Regular walk-throughs (at least twice per year) will be conducted with district maintenance personnel. Site inspection documentation will be current and complete.
Priority #2 – Implementation of Common Core State Standards <i>Implementation of academic content and performance standards adopted by the state for all students, including English Learners.</i>	
Sub Priority A – Common Core State Standards Implementation	
Goal to Achieve Sub Priority	Curriculum and instructional strategies, interventions, assessments, and support services aligned to the CCSS, including 21 st century soft skills.
Actions to Achieve Goal	<ul style="list-style-type: none"> Adopt, purchase, and provide materials, and resources aligned to CCSS. Teachers will participate in professional development and trainings on the rigors of CCSS content, as well as strategies to support 21st century skills and the 4 C's (creativity, collaboration, critical thinking, communication.)
Measurable Outcome	<ul style="list-style-type: none"> All instructional curriculum, strategies, assessments and support services aligned to CCSS Effective PLC protocols and planning in place – based on formative assessments.
Method of Measurement	<ul style="list-style-type: none"> Internal review of all CCSS materials and instructional strategies. PD offerings and participation rosters Analysis of state and local assessments to ensure effectiveness of instruction.
Sub Priority B – EL Students -- Academic Content Knowledge and English Language Proficiency	

Goal to Achieve Sub Priority	All EL students will gain academic content knowledge, English Language Proficiency, and meet grade level Standards.
Actions to Achieve Goal	<ul style="list-style-type: none"> • EL students will receive formal ELD instruction as well as integrated ELD/literacy instruction with appropriate support. • Teachers will be provided professional development to meet the needs of their English Learners
Measurable Outcome	<ul style="list-style-type: none"> • All EL Students will gain content knowledge based on effective instruction in CCSS and make progress towards meeting grade level standards in content area standards and English Language Proficiency. •
Method of Measurement	<ul style="list-style-type: none"> • ELD schedule and roster • EL students will meet or exceed annual grade level improvement points on I-Ready benchmarks, meet proficiency levels on writing performance assessments, meet or exceed Standards on CAASPP • Students will make one proficiency level of growth per year until they meet English proficiency, as measured by the ELPAC.
Priority #7 – Course Access <i>The extent to which students have access to, and are enrolled in a broad course of study that includes all subject areas.</i>	
Goal to Achieve	All students, including all subgroups, unduplicated students, and students with exceptional needs, , will be enrolled in a broad course of study as outlined in the charter petition.
Actions to Achieve Goal	Make all academic content areas available to all students, including student subgroups, at all grade levels.
Measurable Outcome	All students, including all subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in a broad course of study as outlined in the charter petition.

Method of Measurement	Student, teacher, class, and grade level schedules
PUPIL OUTCOMES	
Priority #4 Pupil Achievement <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Performance on Standardized tests B. Share of pupils who are college and career ready C. Share of English Learners who become English proficient D. English Learner reclassification rate E. Share of students that pass the Advanced Placement exams with a 3 or higher F. Share of pupils prepared for college by Early Assessment Program 	
Sub Priority A – CAASP: ELA/Literacy and Mathematics	
Goal to Achieve Sub Priority	All students, including EL Learners, will reach high standards in English and Mathematics as measured by multiple assessments including CAASPP, ELPAC, performance tasks, and I-Ready benchmarks.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Deliver CCSS aligned lessons that include rigor and the 4 C's. • Establish, monitor, and analyze interim benchmark results and growth goals (staff meetings and PLC collaboration.) • Provide timely and appropriate interventions that prepare students for the annual CAASPP assessment.
Measurable Outcome	Students, including EL Learners, will meet or exceed growth targets and Standards as measured by state and local assessments, as well as school academic rubrics.
Method of Measurement	District benchmark reading and writing performance on I-Ready, CAASPP score reports, and formative assessments.
Priority #8 – Other Pupil Outcomes <i>Pupil outcomes in the subject areas described in Education Code 51210 and subdivisions (a) to (i), inclusive of Education Code section 51220, as applicable</i>	
Sub Priority A – English Language Arts	
Goal to Achieve Sub Priority	Students, including all significant sub groups, will meet or exceed Standards on the CAASPP in ELA.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Deliver standards-based classroom instruction and appropriate interventions as needed.

	<ul style="list-style-type: none"> Establish, monitor, and analyze interim benchmark assessments to determine student progress. Conduct frequent data analyses in PLC collaborative teams to determine individual student needs.
Measurable Outcome	Students, including all significant subgroups, will meet or exceed Standards as measured by the CAASPP and local assessments.
Method of Measurement	CAASPP score reports and district/local assessments.
Sub Priority B - Mathematics	
Goal to Achieve Sub Priority	Students, including all significant subgroups, will meet or exceed Standards as measured by the CAASPP and local assessments in mathematics.
Actions to Achieve Goal	<ul style="list-style-type: none"> Deliver standards-based classroom instruction and appropriate interventions as needed. Establish, monitor, and analyze interim benchmark assessments to determine student progress. Conduct frequent data analyses in PLC collaborative teams to determine individual student needs.
Measurable Outcome	<ul style="list-style-type: none"> Students, including all significant subgroups, will meet or exceed Standards as measured by CAASP and local assessments.
Method of Measurement	CAASPP score reports and district/local assessments.
Sub Priority C – Social Sciences	
Goal to Achieve Sub Priority	All students, including all significant subgroups, will meet or exceed Standards as measured by CAASP and local assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> Purchase needed equipment and materials. Provide PD, including literacy training. Teachers will use multiple measures, including district writing rubric, to assess mastery. Provide opportunities for students to engage in UDL/PBL assignments.

Measurable Outcome	<ul style="list-style-type: none"> UDL/PBL rubrics Formative assessment scores based on CCSS.
Method of Measurement	<ul style="list-style-type: none"> Report Cards Formative assessment scores
Sub Priority D - Science	
Goal to Achieve Sub Priority	All students, including significant subgroups, will meet or exceed Standards on state and local assessments.
Actions to Achieve Goal	<ul style="list-style-type: none"> Train teachers on NGSS and develop aligned curriculum, pacing guides, and authentic projects Teachers will use multiple measures to assess progress Establish grade specific benchmark and growth targets
Measurable Outcome	<ul style="list-style-type: none"> Project rubrics Formative assessment scores based on NGSS
Method of Measurement	<ul style="list-style-type: none"> Report Cards Assessment data (CAASPP when tested and available)
Sub Priority E – Visual and Performing Arts – Not Applicable	
Sub Priority F – Physical Education	
Goal to Achieve Sub Priority	All students, including significant subgroups, will meet or exceed Physical Fitness Standards.
Actions to Achieve Goal	<ul style="list-style-type: none"> All students will meet California Ed Code requirements for PE minutes Establish grade specific benchmark and growth goals.
Measurable Outcome	All students will have access to and participate in physical fitness activities
Method of Measurement	California State Physical fitness test scores and reports
Sub Priority G – J – Not Applicable	
Sub Priority K - Technology	
Goal to Achieve Sub Priority	All students, including significant subgroups, will become proficient users of technology.
Actions to Achieve Goal	<ul style="list-style-type: none"> Meet district technology scope and sequence. Provide teachers with technology-based professional development.

	<ul style="list-style-type: none"> • Ensure that students have regular access to technology. • Teachers will use multiple measures to assess student mastery.
Measurable Outcome	All students will have access to technology in the classroom and meet the district's grade-level digital literacy goals.
Method of Measurement	<ul style="list-style-type: none"> • Student work, portfolios, • Principal observations
Engagement	
Priority #3 – Parent Involvement <i>Efforts to seek parent input in decision making, promotion of parent participation in programs unduplicated students and special needs subgroups.</i>	
Goal to Achieve Priority	Promote parent participation and membership in advisory capacities such as PTA, ELAC, School Site Council, various committees, as well as classroom activities and school events.
Actions to Achieve Goal	<ul style="list-style-type: none"> • Conduct annual district perception survey. • Host Principal Coffees. • Provide parent education classes at the site and district levels. • Provide child care during parent-participation activities as needed. • Work with Community Liaison to coordinate parent outreach, services, support, and welcoming.
Measurable Outcome	<ul style="list-style-type: none"> • Analysis of survey data • Attendance at various school events and activities
Method of Measurement	<ul style="list-style-type: none"> • Existence of active committees on campus (PTA, ELAC, School Site Council) who meet regularly • Administration of annual District Perception Survey • Sign-in sheets at various activities, meetings, and events • Annual district Perception Survey
Priority # 5 – Pupil Engagement <i>School attendance rates, chronic absenteeism, dropout rates in junior high and high school, and high school graduation rates</i>	
Goal to Achieve Priority	Maintain an attendance goal of 97.5% and above.

Actions to Achieve Goal	<ul style="list-style-type: none"> • Create an engaging, positive, and safe school environment. • Refer truant students to the SST. process for monitoring and support • Provide counseling and other support services for students whose personal issues or family needs are detracting from learning. • Provide support for families struggling with attendance. • Incentivize and reward strong attendance. • Work with the site community liaison to provide outreach to families in need.
Measurable Outcome	Attendance rate of 97.5% or higher
Method of Measurement	Attendance reports
Priority # 6 –School Climate <i>Pupil suspension rates, pupil expulsion rates, local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</i>	
Sub Priority – Pupil Suspension/Expulsion Rates	
Goal to Achieve Priority	Suspension/Expulsion rate of less than 2%
Actions to Achieve Goal	<ul style="list-style-type: none"> • Create an engaging, positive, and safe school culture and environment. • Implement alternatives to suspension (SST, MTSS, behavior plans, etc.) • Establish and foster school-wide discipline plan and character development (PBIS). • Provide counseling and other appropriate services for students, social/emotional/academic.
Measurable Outcome	Suspension rate of less than 2%
Method of Measurement	Suspension/expulsion rate
Sub Priority – Other School Safety and School Connectedness Measures	
Goal to Achieve Priority	Receive positive feedback from students, parents, and teachers regarding school culture, safety, and connectedness.
Actions to Achieve Goal	Administer the annual district perception survey to students, parents, and staff to gather feedback on school, culture, safety, and connectedness.
Measurable Outcome	<ul style="list-style-type: none"> • Students, parents, staff will complete surveys.

	<ul style="list-style-type: none"> • Average Scores in the areas mentioned above will be 4-5 on the District Rubric.
Method of Measurement	Survey Results

B. Element 2: Measurable Pupil Outcomes

Education Code 47605(b)(5)(B): *The measurable pupil outcomes identified for use by the 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 education program.*

Campbell School of Innovation students will be held accountable for meeting the measures of success for the outcomes of the Charter School and the District. Our goal is for all Campbell School of Innovation students to meet the statewide performance standards developed by the California Department of Education as measured by District and state tests. These standards include the subject fields of language arts, mathematics, science, social studies, and Physical Education. Students will participate in state-mandated assessments and local District-wide assessments. Report cards will be completed and distributed on the same schedule adopted by the District as a whole, currently on a trimester basis.

C. Element 3: Method for Measuring Pupil Outcomes

Education Code 47605(b)(5)(C): *Method for measuring outcomes, aligned to state priorities and consistent with the way information is reported on a school accountability report card.*

CSI will use a combination of formative assessments, authentic performance assessments, and more traditional evaluative and summative assessments to document learner' progress towards defined outcomes and to inform instruction and determine students' needs. A variety of assessments, driven by our curriculum and instructional practices, will be needed to provide acceptable evidence of students' learning. Our project-based approach to learning cannot be measured with traditional or standardized assessments alone. The majority of learner assessment is ongoing and used to document and address learners' skills, knowledge, behavior and progress across a wide variety of curriculum areas. These assessments are based on the CCSS and other locally developed standards, and are tied to specific achievement targets. Assessments include, but are not limited to, portfolios, projects, performances, exhibitions, tests, and self-reflection. Progress will be discussed on a regular basis with parents and children, and trimester report cards will be distributed.

Learners will participate in the CAASPP assessment system, and all other mandated testing programs, including, but not limited to the ELPAC and the California Physical Fitness Test. Participation of children with disabilities in state testing is implemented using the guidelines for the provision of auxiliary or supplemental aids and services for determining the need for alternative assessments.

Consistent ongoing student assessment is emphasized for monitoring student success and meeting

content and performance standards. Teachers will meet regularly to:

- Analyze data
- Discuss student progress
- Plan and modify curriculum
- Determine intervention needs
- Discuss best practice strategies, techniques, and resources

Throughout the year, teachers will regularly attend site and local professional development trainings on project-based learning, design thinking, and 21st century skills.

Progress will be objectively measured by the annual statewide assessments as determined by the State of California and by formative and summative District assessments. Ongoing progress will be measured by District-wide and local assessments and administered according to the District assessment schedule. Progress will also be measured by teachers in the traditional manner in the form of projects, performances, portfolios, formative assessments, and tests.

D. Element 4: Governance Structure

Education Code 47605(b)(5)(D): The school's governance structure, including, but not limited to, the process to be followed by the school to ensure parental involvement.

Campbell School of Innovation will be a dependent charter school of the District that will be governed by the Campbell Union School District Board of Trustees. The Board shall have ultimate control over all Charter School operations including, but not limited to:

- Development and approval of the Charter School's annual budget and oversight of all fiscal matters;
- Monitoring of curriculum, instructional methods and strategies, and instructional calendar, and ensuring these are reasonably aligned with all state-mandated academic content standards;
- Selection of pupil assessment practices mandated by applicable state law; and
- Hiring, review, evaluation, and retention of all Charter School staff.

Periodically, the Board shall evaluate the Charter School program, its effectiveness, and its compliance with its charter. The Board shall be responsible for recommending changes to the Charter School program, and amendments to its charter, as necessary. All material amendments to the charter shall be approved by the Board.

The Superintendent of the Campbell Union School District ("Superintendent") will represent the Campbell School of Innovation in the same manner that is done for the other District schools and work with the Campbell School of Innovation in the same manner as with other schools in the District. The Principal of the Campbell School of Innovation will be under the direct supervision of the Superintendent or her designee.

Campbell School of Innovation shall comply with all District Board Policies and Administrative

Regulations.

Staffing and Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) for the Campbell School of Innovation will be determined in accordance with the same formula and criteria utilized for all other District schools. As is customary in the District, funding allocations are dependent upon Board approval.

Parental Involvement

The Charter School will encourage and welcome parent input and involvement through a School Site Council and PTA (described below), English Learner Advisor Committee (ELAC), meetings, events, field trips, parent education, and various school-wide activities. Notification will occur through a variety of communication tools including, but not limited to weekly envelopes, website information, flyers, social media and the school marquee. The annual district perception survey will be administered in accordance with district expectations, and feedback gleaned from the surveys will help determine school goals and improvement plans. In addition, the Charter School will notify the parents and guardians of enrolled students and applicants that while parental involvement is welcome and encouraged, it is not a requirement for acceptance to, or continued enrollment at, the Charter School.[Ref. Education Code Section 47605(n).]

Campbell School of Innovation School Site Council

Site level governance is performed by the School Site Council, which includes both staff and parents. California Education Code (EC) Section 64001 requires that a School Site Council (SSC) develop the Single Plan for Student Achievement (SPSA), currently the Local Control and Accountability Plan (LCAP). The School Site Council must approve the plan, recommend it to the local governing board for approval, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. The make-up of the Council, terms of office, meeting schedule, and duties will be in accordance with California Education Code 52852 (a-e).

On-site decisions regarding a process for ensuring parental involvement and budgeting school improvement funds and any other money allocated from the state or District for the Charter School including grants, will be made by the majority of the School Site Council in accordance with its bylaws. Input for these decisions will come from the Campbell School of Innovation faculty through its leadership team. Any amendment to this Charter Petition itself will be approved by the same site-level process, prior to submission to the Board for its final approval.

Campbell School of Innovation PTA

Membership in the Campbell School of Innovation Parent-Teacher Association (“PTA”) will be voluntary. The PTA will solicit membership (from parents and staff) in the organization on a yearly basis. Members will determine how the money raised by the PTA will be used in order to support the LCAP goals and the students at Campbell School of Innovation.

E. Element 5: Employee Qualifications

Education Code 47605(b)(5) E): The qualifications to be met by individuals employed by the school

All Charter School employees shall be employees of the Campbell Union School District. The

District's Board of Trustees retains control over all Charter School staffing decisions. As such, all employee hiring and retention practices, evaluation methods, and employee qualifications must comply with all applicable District policies and regulations. Campbell Union School District will follow existing District policies and collective bargaining agreements for transferring existing District personnel and hiring new staff for the Campbell School of Innovation. District job descriptions and credentialing requirements will be used for all Charter School positions.

Teachers at Campbell School of Innovation shall be 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. As the California Department of Education and the Commission for Teacher Credentialing issue recommendations regarding requirements for teachers of non-core subjects, those recommendations will be followed and submitted to the Board for approval.

The District Superintendent, under the authority of the Board, shall determine and select administrators to manage and oversee the day-to-day operations of the Charter School.

F. Element 6: Health and Safety Procedures

Education Code 47605(b)(5)(F): 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.

A healthy and safe environment is imperative to productive teaching and learning. The Charter School shall comply with all District policies and procedures governing health and safety, including but not limited to the following:

- The administration of medication
- Emergency response procedures
- The requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.
- Records of student immunizations shall be maintained
- Staff shall follow requirements for periodic TB risk assessment and testing as set forth in Education Code section 49406.
- Vision/Hearing/Scoliosis as applicable to the grades (Ed Code 49450)
- Blood borne and other infectious pathogens
- The Charter School shall also comply with District policies and regulations governing sexual harassment, discrimination, and mandated reporting of child abuse and neglect.

A comprehensive School Safety Plan for the Charter School that includes a security plan and describes emergency response procedures for fire, earthquakes, floods, lockdowns, and other emergencies shall be developed and annually updated.

G. Element 7: Racial and Ethnic Balance

Education Code 47605(b)(5)(G): *The means by which the school will achieve a racial and ethnic balance among its pupils, reflective of the general population residing in the district.*

Campbell School of Innovation shall strive, through recruitment and admission practices to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Campbell Union School District.

Campbell School of Innovation has a strategy and recruitment plan that includes, but is not necessarily limited to the following elements or activities, which focus on achieving and maintaining a racial and ethnic balance among its students:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the local school district.
- Continuous outreach activities throughout the community.

The CSI outreach and recruitment plan is used to recruit various racial and ethnic groups represented in the District.

- Four Parent Informational Meetings (one scheduled to be conducted in Spanish)
- Several School Tours and Information Sessions with Spanish interpretation
- Website with translation into Spanish
- Enrollment/Registration packet in English and Spanish
- District staff members, fluent in a variety of languages, available to assist with parent inquiries
- Direct postcard mailing to targeted groups
- Adopted formal boundaries and enrollment guidelines to promote a racial and ethnic balance, including a priority criteria for students who are on NSLP
- Informational meetings at each of the elementary school sites as well as various district committees; GATE, DELAC
- Flyers passed out at local establishments, businesses, community centers, and a wide number of area preschools

In order to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District, Campbell School of Innovation shall develop a balanced and equitable recruitment plan that reaches out to diverse student populations within Santa Clara County and adjacent counties. The Charter School shall utilize a variety of recruitment strategies and activities to identify and recruit a student population that is reflective of the general population residing within the District.

H. Element 8: Admission Policies and Procedures

Education Code 47605(b)(5)(H): *Admission policies and procedures consistent with Education Code section 47605(d).*

Campbell School of Innovation will be a dependent charter school that shall maintain the District's policy of giving admission preference to pupils who reside within the District. Admission to the Charter School will be in accordance with Board Policy and applicable law, and in the current District Board Policy. This process shall be approved by the Board and be consistent with the law.

The Superintendent or designee will determine the number of students admitted to the Charter School in accordance with District policies and procedures, and based upon available facilities. The enrollment capacity of the Charter School will be established annually and shall be consistent with state law and master agreements between the District and the Campbell Elementary Teachers Association and the California School Employees Association.

CUSD Board policies will determine priorities for enrollment to Campbell School of Innovation and will admit all pupils who wish to attend there, if there is space. Such enrollment shall be done in accordance with the law, Board Policy 5116.1, and Administrative Regulation 5116.1. Included, but not limited to, are these Board priorities: The first priority shall be given to students who live in the school's attendance area, then to students who are currently enrolled through Open Enrollment. (Full priorities are listed in Board Policy). Only if space remains after all Board priorities have been exhausted, will interdistrict transfers be considered. In the event CSI receives more applications than it has space for students, each application will be given an equal chance of admissions through a public random lottery process.

I. Element 9: Financial Audits

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

Campbell School of Innovation shall be a dependent charter school of the District and shall participate in the District's annual audit. Exceptions and deficiencies so noted will be addressed promptly, in accordance with policies and procedures established by the Campbell Union School District Board of Trustees.

J. Element 10: Student Discipline; Suspension & Expulsion Procedures

Education Code 47605(b)(5)(J): The procedures by which pupils may be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and constitutional procedural and substantive due process requirements that is consistent with all of the requirements set forth in Education Code section 47605(b)(5)(J).

Campbell School of Innovation is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. CSI draws best practices from both Positive Behavior and Intervention and Supports (PBIS) and Multi-tiered Systems of Support (MTSS) and will provide ongoing data and trainings on restorative practices to staff throughout the school year. Student disciplinary policies

and procedures are printed and distributed as part of the Campbell Union School District Student/Parent Handbook and clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. On an annual basis, each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

In cases where suspension and expulsion are necessary, Campbell School of Innovation will follow the district's comprehensive set of suspension and expulsion policies and procedures as defined by the Education Code Sections 48900 to 48926 and District Board Policy. The due process mandated for school districts therein will be followed at Campbell School of Innovation.

For purposes of compliance with Assembly Bill (AB) 1360, no Charter School student shall be involuntarily disenrolled, dismissed, transferred, or terminated by the Charter School for any reason unless the student's parent or guardian has received written notice of the Charter School's intent to remove the student at least five school days before the effective date of the action.

K. Element 11: Retirement Options

Education Code 47605(b)(5)(K): Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security.

As a dependent charter school of the District, Campbell School of Innovation will participate with the Campbell Union School District for the purposes of all staff benefits as provided under existing master agreements.

1. **Relationship with local teachers' and school employees' associations:** Campbell School of Innovation staff who are already members, will continue the current relationships with the Campbell Elementary Teachers Association and the California School Employees Association. New staff will be covered in the same manner.
2. **Process for determining salaries and working conditions:** Campbell School of Innovation staff who are currently District employees, will continue their current relationships with the Campbell Elementary Teachers Association and the California School Employees Association for purposes of determining salaries and benefits for employees. New staff will be covered in the same manner.

L. Element 12: Attendance Alternatives

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

Students who choose not to attend Campbell School of Innovation may attend any Campbell Union School District school if they live within the District boundaries, and if space is available. If space is not available, they will attend their local attendance area school, as determined by school

boundaries set forth by the CUSD Governing Board and by Board Policy.

M. Element 13: Employee Return Rights

Education Code 47605(b)(95)(M): *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

All employees new to Campbell School of Innovation will be employees of the Campbell Union School District, and all rights of permanent status, transfers, probationary, and temporary employees shall be the same as those outlined in the CETA and CSEA collective bargaining agreements in accordance with all laws related thereto. In addition, all Education Code rights and responsibilities and any other statutory provisions shall remain in effect.

N. Element 14: Dispute Resolution Procedures

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

As a dependent charter school of the District, existing District policies and practices, specific provisions within the existing CETA and CSEA collective bargaining and grievance procedures, and applicable laws shall govern all dispute resolution procedures to be followed by the Charter School and the District in resolving disputes related to provisions of the charter.

O. Element 15: Closure Procedures

Education Code 47605(b)(5)(O): *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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.*

In the event that the Campbell School of Innovation closes, the District will conduct a final audit, assume all assets and liabilities of the Charter School, and dispose of materials and supplies to other District schools, as needed. Surplus property will be disposed of in accordance with Campbell Union School District Board policy. The District will work with the Charter School to ensure that all student records are accurate and are transferred to the proper new school that each child will be attending.

IV. Impact on the District

Education Code 47605(g): *Information regarding the proposed operation and potential effects of the charter school [on the District], including but not limited to facilities to be used by the charter*

school, the manner in which administrative services of the charter school are to be provided and potential civil liability effects, if any, upon the charter school and the district.

Facilities:

Campbell School of Innovation will be located at the former Campbell Middle School site at 295 Cherry Lane, Campbell, California 95008.

Statement of Operations:

As a dependent charter school of the Campbell Union School District, Campbell School of Innovation will receive:

- Governance by the Campbell Union School District Board of Trustees
- Maintenance and insurance of school facilities
- Additions or alterations to the facilities
- Maintenance of the non-instructional operations
- Insurance of school personnel and District against liability claims of all current and future district policies
- All current and future contracts as agreed upon between the Campbell Union School District, Campbell Teachers Association (CTA) and California School Employees Association (CSEA) Local Chapters 78 and 768 in accordance with the Educational Employment Relations Act (EERA)
- Interdistrict transfers for currently enrolled students
- Administrative services shall be provided to the Charter School in the same manner as such are provided to other District schools
- Transportation to and from school will be provided to CSI students in the same manner as is provided to other District students.

V. Charter School Budget

Education Code 47605(g): Financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

(see attached)