



**MILWAUKEE
PUBLIC SCHOOLS**

Office of School Administration
Department of Contracted School Services
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Appendix A

2023-2024 MPS PARTNERSHIP SCHOOL STUDENT SCHEDULE

SCHOOL Grandview High School STUDENT DAY: START 8:00 am END 2:00 pm

Time Limits	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
8:00-9:10	1 st hour	1 st hour	1 st hour	1 st hour	8:00-8:55	1 st hour
9:14-10:24	2 nd hour	2 nd hour	2 nd hour	2 nd hour	8:59-9:54	2 nd hour
10:28-11:38	3 rd hour	3 rd hour	3 rd hour	3 rd hour	9:58-10:53	3 rd hour
11:42-12:22	4A Class	4A Class	4A Class	4A Class	10:57-11:38	4A Class
12:22-12:45	LUNCH A	LUNCH A	LUNCH A	LUNCH A	11:38-12:01	LUNCH A
11:38-12:01	LUNCH B	LUNCH B	LUNCH B	LUNCH B	10:53-11:16	LUNCH B
12:05-12:45	4B Class	4B Class	4B Class	4B Class	11:20-12:01	4B Class
12:49-2:00	5 th hour	5 th hour	5 th hour	5 th hour	12:05-1:00	5 th hour
2:00-3:30	Tutoring and enrichment activities	Tutoring and enrichment activities	Tutoring and enrichment activities	Tutoring and enrichment activities	STAFF PD	STAFF PD

NOTE: 23 Minute Student Lunch

Therefore, Student Day = 360 minutes (Monday-Thursday) - 23 lunch minutes = 337 minutes

Therefore, Student Day = 300 minutes (Friday) - 23 lunch minutes = 377 minutes

SIGNATURE OF SCHOOL LEADER

Deborah

DATE

7-5-23

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.



**Grandview High School
Partnership School Renewal Application**

**Submitted to Milwaukee Public Schools
Office of School Administration, Department of Contracted School Services
October 30, 2023**

II. RESPONSE TO CURRENT PARTNERSHIP SCHOOL PERFORMANCE

A. Academic Performance

AI. School Mission. GVHS' mission is to prepare students with essential knowledge, competencies and qualities of character necessary for success in post-secondary education and career opportunities. GVHS serves students who are at-risk of not completing high school graduation because of several qualifying criteria. Students are: behind in credit completion, of low academic skill levels, habitually truant, a school-age parent, an adjudicated delinquent, or an eighth grade student who scores below basic levels in all subject areas/is not promoted to ninth grade. Moreover, GVHS serves urban student populations that have been historically underserved and have not been successful in another high school program. Per the 2022-23 Data Warehouse, GVHS's current enrollment is 229 students, of which 89.5% were economically disadvantaged, 3% were homeless, 14.4% were students with disabilities and 22.3% were English Learners (EL). The student ethnicity distribution was 7.9% African American, 77.7% Hispanic/Latino, 7.4% White, 4.4% Native American, 1.7% Asian, and .9% Other.

As a credit recovery school serving at-risk students, GVHS is focused on credit completion and building essential competencies and qualities of character necessary to take advantage of post-secondary education opportunities. To that end, GVHS students complete a four-year core curriculum (i.e., 4.0 credits required language arts, 3.0 credits required mathematics, 3.0 credits required science, 3.0 credits required social studies, .5 credit required health ed., 1.5 credits required physical education, 1.0 required credits fine arts and 2.0 required elective credits with structured instructional and technological support). Notably, GVHS curriculum is structured by an alternative academic schedule – developed in 2014 and later revised in 2020 (to address class and credit requirements and the bell schedule) – that support individual student needs while maintaining high expectations for learning success. The revisions include the ability to offer an 18 credit diploma for those students at risk of aging out, which led to an increase of adults without a diploma in the district. The second critical revision was shortening the bell schedule, removing 6th hour and instituting a tutoring program for students who are failing classes due to attendance and low academic skills in order to reduce repeated class failures. This bell schedule allows for students to tend to their lives outside of school, which often include work, parenting, watching siblings, and other responsibilities at home.

The scheduling options within the academic plan are:

- In-person learning (IPL) that engages students in direct instruction
- Blended IPL and Physically Distant Learning (PDL), e.g., online Edgenuity classes, for students who cannot participate in a full-day schedule due to family, financial, and/or teen parenting needs, health complications, or mental health issues
- Full online PDL for students who, for various reasons, are concerned about on-site GVHS attendance, are health compromised, or are otherwise advised to not engage in IPL

Within academic scheduling that differentiates student learning needs and blends IPL with online PDL, GVHS accelerates achievement of core academic knowledge (i.e., language arts, social studies, math, and science), community-connected background knowledge (i.e., concepts/vocabulary that connect curriculum to knowledge of local, state, national, and world community), information literacy (i.e., ability to use technology to source and apply information), essential competencies (e.g., communication, collaboration, critical thinking and creativity), and productive dispositions (e.g., disposition to be responsible, persistent, positive, collaborative, empathetic, respectful, open-minded) across a trimester calendar year. Of further note, support for student learning is provided by teachers and other GVHS staff through in-person and on-line interaction in all three academic scheduling options.

Program Goals. The GVHS program mission is high school diploma completion and matriculation in post-secondary education and training programs for a student population that is at-risk of not

graduating high school. By following this mission, GVHS remains faithful to its original partnership commitments:

- High expectations for learning achievement by all students
- Utilization of information technology to support productive learning
- Faculty analysis of student data as means to improve student learning and achievement
- Providing learning environments that are emotionally and physically safe
- Use of research-informed educational practices
- Reflective, job-embedded staff development to enhance student learning
- Collaboration with students, families, staff and community
- Establishment of a blended information-technology/teacher-directed education model
- Establishment of a strong student-centered and relationship-rich school culture
- Establishment of an orderly and supportive learning environment
- Establishment of a technology/resource-rich learning environment
- Establishment of academic standards-aligned curriculum that supports achievement by student populations historically less served and successful in completing a high school diploma
- Establishment of academic support programs that address learning intervention, remediation, and enrichment (e.g., special education, literacy, tutoring)
- Summer school curriculum that addresses skill-building credit recovery (through MPS)
- College and career preparation counseling (e.g., admission, FAFSA, scholarship application)
- Student learning progress assessments that inform learning gap reduction
- Systematic data management that informs curriculum development, instructional practice, learning intervention, and annual goals for improving student learning
- Professional development focus on engagement of learning outcomes, methods, and technology in curriculum and instruction
- Implementation of Educator Effectiveness teacher/administrator performance evaluation
- Community partnerships
- Development of school-to-work opportunities through internships and apprenticeships
- Ongoing planning and implementation of program improvement strategy
- Student access to/participation in co-curricular activities that extend learning opportunity, (e.g., WIAA sports through participation with South High School, student government, Book Club, Yearbook Club, Explore Milwaukee Club, Gaming Club)

A2. Ultimately, how GVHS meets mission goals and objectives for student success is observed in 2,000 plus educationally at-risk (AR) students achieving a high school diploma over 35 years of program operation. This big picture perspective of program performance provides an important background when assessing performance within a specific contract term. This is important to note in the current context of significant change in MPS at-risk programming (i.e., inception of credit recovery schools within several MPS schools) and COVID-19 disruption. It should also be noted that goals for resolving credit recovery and graduation success for a highly mobile and at-risk student population faces inherent challenges in comparison beyond similar at-risk programs. That said, expectations for GVHS remain high. Accordingly, GVHS will pursue further program development based on current performance information, including observations that GVHS:

- Student earned-credit completion was 77% in 2022-2023, exceeding PAAR goal
- Enrolls students who are new and returning to MPS and Milwaukee (e.g., 2020-2023 = 246 students)
- Sustained 2020-23 average enrollment of 213 is the largest for at-risk partnership schools
- Maintained a 70% average attendance rate (2020-2023)
- Enrolls students from across the city due to strong student, family, and community referrals
- Graduation rates and numbers exceed that of other at-risk schools

- Maintains a 4.3% average suspension rate (2020-2023) compared to 17.9% district average (*See Table 1*)
- Increased service to students with disabilities (SWD) and EL students (*See Table 2*)
- Stakeholder satisfaction data is consistently strong (*See Tables 3-5*)

Table 1. Comparison of GVHS and MPS Suspension Rates		
Year	GVHS	District
20-21	6.8%	19.3%
21-22	2.3%	20.2%
22-23	3.9%	14.4%

Table 2. Growth in GVHS SWD and EL Enrollment		
Year	Total Number SWD	Percentage SWD
20-21	36	11.6%
21-22	41	13.9%
22-23	44	14.6%
Year	Total Number EL	Percentage EL
20-21	50	16.1%
21-22	59	20.0%
22-23	63	20.9%

Table 3. Parent Survey: Support, Safety and Quality of Teachers (4 point scale)			
Year	Support for Individual Students	Pupil Safety	Quality of Teachers
20-21	3.80	3.93	3.80
21-22	3.72	3.82	3.81
22-23	3.90	3.95	3.84

Table 4. Teacher Survey: Support, Safety and Quality of Teachers (4 point scale)			
Year	Support for Individual Students	Pupil Safety	Quality of Teachers
20-21	4	4	4
21-22	4	3.92	4
22-23	3.92	3.92	3.83

Table 5. Student Survey: Support, Safety and Quality of Teachers (4 point scale)			
Year	Support for Individual Students	Pupil Safety	Quality of Teachers
20-21	3.74	3.55	3.68
21-22	3.6	3.57	3.61
22-23	3.47	3.44	3.45

Additionally, as a school that specializes in serving students who are academically at-risk, analyzing and acting upon STAR data is essential to the GVHS model. Based on the STAR testing results and trends seen in the increase in enrollment of English Learners, staffing and curricular adjustments have produced positive results. In the 2022-23 school year, students who scored in the “significantly below” category in reading were placed in the mentor class (advisory class) of the school’s director of literacy. In addition to being a veteran teacher, the director of literacy utilized the online program “I-Lit” to help identify individualized reading skills that each student in this advisory group needed to develop. Additionally, a

second hour class was created in order to provide individualized support for English Learners who scored a 1-3 in ACCESS testing. This effort has resulted in an improvement in the number of students who have moved up at least one performance group. This is especially true of the students who began in the “significantly below” starting level. In the fall 2022 STAR data, 6% of students in the “significantly below” reading level moved up a performance level. In the fall 2023 STAR data, 12% of students in the “significantly below” reading level moved up a performance level (*See Table 5 below*).

While this is important growth for this group of students, GVHS is continuing to provide professional learning for all of its instructional faculty in the area of academic literacy. For the 2022-23 school year, GVHS partnered with CESA #1 to provide professional learning to teachers to promote literacy strategies and to utilize *Classroom Instruction that Works* as a shared resource as a teaching community. Additionally, the GVHS teaching faculty will participate in agency-wide professional learning presented by a CESA #1 EL consultant. The topic of this learning is “Equitable Classroom Environments for ALL (Academic Language Learners).” Not only will English Learners ultimately benefit from teachers being immersed in this topic, all students will benefit from classrooms that utilize strategies that are best practice for teaching English Learners.

FALL 2022 STAR RESULTS

Table 5: STAR Reading Growth Student Count/Percent

Ending level

<i>Starting Level</i>	Sig. Below	Well Below	Below	On Target	Sig. Abv.
Sig. Below	36 (38%)	6 (6%)			1 (1%)
Well Below	8 (8%)	7 (7%)	7 (7%)		
Below	7 (7%)	4 (4%)	10 (11%)	2 (2%)	
On Target	1 (1%)		1 (1%)	2 (2%)	1 (1%)

STAR Math Growth Student Count/Percent

Ending level

<i>Starting Level</i>	Sig. Below	Well Below	Below	Sig. Abv.
Sig. Below	19 (20%)	7 (7%)		
Well Below	14 (15%)	21 (22%)	4 (4%)	1 (1%)
Below	3 (3%)	4 (4%)	17 (18%)	
Sig. Above			2 (2%)	

FALL 2023 STAR RESULTS

STAR Reading Growth Student Count/Percent

Ending level

<i>Starting Level</i>	Sig. Below	Well Below	Below	On Target	Sig. Abv.
Sig. Below	47 (41%)	14 (12%)			
Well Below	15 (13%)	12 (10%)	3 (3%)		
Below		8 (7%)	12 (10%)	2 (2%)	1 (1%)
Sig. Abv.				1 (1%)	

STAR Math Growth Student Count/Percent

Ending level

<i>Starting Level</i>	Sig. Below	Well Below	Below	Sig. Abv.
Sig. Below	26 (23%)	13 (11%)		1 (1%)
Well Below	13 (11%)	25 (22%)	9 (8%)	1 (1%)
Below	1 (1%)	5 (4%)	13 (11%)	2 (2%)
Sig. Above			1 (1%)	

A3. As an academically at-risk school, it is important to recognize that GVHS students face significant challenges to achieving their goal of earning a high school diploma. For many students, GVHS is their second, third or even fourth high school. Students have experienced previous school failure as evidenced by the number of times students have repeated a grade. Students come significantly behind in credits compared to students following a four year track. Many GVHS students are helping with caring for family members and are assisting to support their families by simultaneously holding a job. Because of this, GVHS students benefit from a model that focuses on credit recovery and engagement with post-secondary opportunities. During the 2020-21 school year, GVHS reduced the length of the in-person school day by replacing its sixth hour with individual and small group tutoring. Tutoring is provided to students who are at risk of not completing classes or credits due to attendance, work completion, or low academic skills. This schedule allows students the flexibility to successfully attend school, maintain family commitments, and to make progress in credit recovery. This effort is reducing a trend of repeated class failures.

The GVHS blend of classes taught in-person and asynchronously allows students to complete credits at an accelerated rate. Asynchronous classes are provided in the Edgenuity platform. This platform allows GVHS students who have failed a class previously to test out of sections of classes by showing proficiency. Additionally, students are able to complete these classes and credits both at school and on a schedule that fits the other commitments they have in their lives. Students are expected to complete sections of Edgenuity each night at home, which allows GVHS staff the ability to regularly update students on where they are on their path to completing the credits necessary for graduation.

An essential element of the GVHS model is a daily mentor class. Mentor class offers a supportive homeroom for each GVHS student where they can build relationships with a designated teacher and classmates. GVHS mentor teachers guide students to see a clear path to graduation. Skills developed during mentor class are vital for students who have experienced school failure and may not see a path to graduation. During mentor class, all students explore various careers using the Xello portfolio, learning financial literacy, learning how to develop healthy relationships, and developing a better understanding of the strengths and challenges of social media platforms.

A positive addition to the GVHS model has been the ability to offer an 18 credit diploma instead of a 22 credit diploma. This option is provided to older students who are at risk of dropping out. Many older students come to GVHS behind on required credits and with an excess of elective credits. The ability to graduate students with 18 credits has allowed many students to reconnect with their goal of graduating. By removing the requirement for extra elective credits, which was offered by the district during COVID, a clear path to graduation rekindled many students' belief that they could graduate. Because of these changes, during the 2022-23 school year, GVHS is proud to report that it had 112 graduates with 840 online classes passed.

GVHS students benefit from the school's many community partnerships, which help students envision a successful post-secondary school life that includes meaningful work. Additionally, student participation in community partnership programs helps students develop interpersonal skills that are essential for the

workplace. Valuable workplace skills include: being on time, adjusting to rules you do not agree with, making up time for being late, using conflict mediation skills to solve problems, and working in teams. These partnerships are organized by the GVHS school-to-work coordinator. They allow for students to explore careers in various fields and may potentially lead to employment opportunities. For example, My Shock has hired a GVHS graduate and is sending him to MATC to further his skills as a tool and die maker. MKE Rising has also hired a GVHS graduate to provide literacy tutoring to underserved elementary school students. Additional examples of GVHS partnerships include: Journey House, Burkhardt Heating and Cooling, Local 420 Trades, MATC Automotive Pathway, and MPS CCS.

In addition to partnerships, the GVHS school-to-work coordinator organizes a speaker series that allows students to envision future careers. These speakers include: Armed Forces, Berghammer Career Day (8 different speakers representing many trade jobs), Logical Logistics (local business that spoke to students about work opportunities, shared a job description and duties, and offered positions to qualifying students), Paul Mitchell Cosmetology School, Dental Assistant Manager (a former graduate representing a local dental office came to offer a school-to-work pathway that would result in a dental assistant certification without going directly to school), and Independence First (Certified Nursing Assistant program).

44. Based on feedback from the previous partnership renewal process, GVHS is addressing student outcomes in the areas of graduation rate, academic performance, and school culture and climate. Many of the strategies for improving student graduation rate are outlined in section A3. In order to improve student outcomes in the area of academic performance, GVHS has developed a learning team that is providing professional development for GVHS teachers in the areas of best instructional practices and ensuring culturally responsive and sustaining curricula.

Each teacher new to GVHS for the 2023-24 school year had three additional days of orientation prior to the beginning of the school year. New teachers were provided with a teacher mentor, a literacy coach, and additional professional learning time so that they were able to begin the school year well-versed in curricula and teacher resources and with an established professional connection to the school. New teacher professional learning focused on essential classroom procedures that are vital to a well-managed classroom, including restorative practices. They also received information and training in overall operations of Seeds of Health as well as procedural items, including the staff handbook, technology, and ALICE. New teachers participated in “mini meets” during orientation, a practice that continues weekly throughout the school year. Additionally, each new teacher was provided with a copy of *The Classroom Management Book* by Wong and Wong and participated in professional learning that will continue throughout the school year with monthly new teacher seminars, each focused on a procedure (e.g., greetings, bell ringers, morning message, exit tickets, transitions, agendas, community circles) that make up the craft of teaching. True to the Seeds of Health and GVHS models, these seminars will rely on collaboration and connection between new teacher colleagues, mentors and school leaders.

In order to ensure that GVHS students are provided with instruction that is both rigorous and culturally responsive, GVHS leadership has partnered with consultants and coaches from CESA #1. This teacher professional learning has been customized based on GVHS having higher rates of both EL students and students with IEPs for Specific Learning Disabilities than MPS as a district (*See Table 2*). The first CESA #1 consultant is focusing on instructional best practices and culturally responsive practices. During the 2020-22 school year, professional learning was focused on vocabulary and reading strategies. For the 2023-24 school year, professional learning is focusing on best practices using the ASCD book, *Classroom Instruction that Works*. This consultant is following up each monthly professional learning session with teacher coaching to help tailor best practices to the individual needs of selected teachers. These best practices become “look-fors” during classroom

walkthroughs. As GVHS' operating agency, Seeds of Health is contracting with an English Language Learner consultant to deliver professional learning for GVHS teachers in the area of *Providing Equitable Classroom Environments for ALL (Academic Language Learners) Students*.

Finally, Educator Effectiveness is our coaching/evaluation program for optimizing teacher growth in all tasks related to their job. All teachers have a monthly case management meeting around instructional practices with the associate principal, and classroom management with the principal, to support needs and practices that promote growth.

GVHS prides itself on having a very positive school culture and climate. As a small school, school staff and school leaders know each student and student's family and can help tailor their school experience. This is reflected in a low student mobility rate, with 86% of students staying at GVHS. Despite having an already strong school culture, GVHS is focused on continuing to improve in this area. When students fail to meet code of conduct expectations, GVHS implements restorative practices that help students recognize injury done to a relationship and to learn strategies for rectifying teacher and student relationships that have been harmed. This is reflected in GVHS' low suspension rate (*See Table 1*).

GVHS leadership is ensuring that new GVHS teachers are also well-versed in restorative practices and leading community circles. At the beginning of the 2023-24 school year, GVHS teachers also participated in all-staff Trauma Sensitive Schools (TSS) training provided by Wellpoint Care Network. Plans are in place to provide additional TSS training later this school year or during the first half of 2024-25. Equity will be a focus of these sessions. Additionally, GVHS is reaching out to the parents of GVHS students to receive feedback on their students' school experience. Collecting parent feedback has been less successful using methods employed at traditional schools. For this reason, GVHS leadership has begun to implement a strategy to receive feedback from parents while they are still in their cars, dropping off their students at the beginning of the day. Parents have responded very positively to the genuine, personal inquiry about their student's school experience. GVHS leaders have benefited from this parent feedback and from the subsequent improvement to school climate. GVHS is engaging parents who were impacted by their student's previous school failure as essential stakeholders. Many parents have expressed that they are unaccustomed to these positive and proactive conversations.

B. Financial Performance

BI. GVHS has demonstrated viability in delivery of an effective model by maintaining its enrollment at greater than 200 students over the course of the partnership period. This steady enrollment consistency has been important in maintaining the staff/student ratio and other important campus resources. GVHS budgeting within per-pupil state funding allocations is also enabled by centralized SOH financial management controls and procedures.

Budget preparation procedure: School budget discussions are initiated by the executive director and chief financial officer in December each year for the subsequent school year. Data input begins with the principal, executive director and chief financial officer estimating the number of students to be served for the following school year and the staffing needed. In March, the principal makes written expenditure requests to the executive director for potential building projects/upgrades, equipment, textbooks, staff development, and technology. The requests are discussed and decisions made in April. The chief financial officer, building and grounds coordinator and human resources director estimate inflationary increases. The assistant executive director estimates requests made to the executive director for potential building projects/upgrades, equipment, textbooks, staff development, and technology. The requests are discussed and decisions made in April. The human resources director and executive director estimate salaries/benefits. The chief financial officer compiles the preliminary budget for presentation to the executive director. The preliminary budget is approved by the executive director for presentation to the

board of directors at an annual meeting held in May each year. The budget is then submitted to MPS by MPS' identified deadline, usually in August each year. Small adjustments are made in the budget after salaries and benefits are finalized and Third Friday in September student counts are finalized.

Board of Directors Review/Monitoring: The SOH board of directors approves annual budgets and fiscal policies. The board also reviews the agency balance sheet and revenue and expense report for each school program quarterly. The executive director, CFO, board president, board treasurer and other interested board members communicate regularly about current budget status and projected five-year budgets.

Budgetary controls: The SOH CFO manages the overall agency finances and works with the GVHS principal in management of the school budget. SOH uses the Abila MIP/Microix accounting system to record and summarize all financial transactions. Abila MIP/ Microix includes financial reporting that produces budget to actual variance information for grants for each school. Information is reviewed and reported on a quarterly basis to monitor expenditures. In addition, purchase order numbers are used to control planned vs. actual spending for specific line items, departments, projects or grants.

Operating Reserve: GVHS has an operating reserve of \$31,772 as of June 30, 2023. GVHS's operating reserve is identified as a balance sheet account called "Deferred Revenue - Grandview" and is designated specifically for the future use by GVHS when/if expenses for a given year should exceed revenues.

Outstanding Debt: GVHS has no outstanding long-term debt.

Lines of Credit: There is no line of credit specifically for GVHS, but Seeds of Health, Inc. maintains a line of credit at Associated Bank in the amount of \$500,000. There have been no draws on the line of credit since 2007.

Current Cash Position: As of June 30, 2023, Seeds of Health, Inc. had \$4,361,105 of unrestricted cash and cash equivalents on hand.

Outstanding Bills: No outstanding bills (more than 30 days) exist.

Auditor Recommendations: Ritz Holman CPAs completed the audit of Seeds of Health's financial statements for the year ended June 30, 2023. They expressed an unqualified position on those financial statements. There is no management letter for the year.

Other Funding: Federal funding anticipated for GVHS includes Title I funds for increasing student reading skills through some reading teacher salary and benefit costs and some Comprehensive Support and Improvement (CSI) funds for professional learning activities. Title III funds are available to support materials for English language learners. State funding includes the Common School Fund Library Aid.

Policies and Procedures for Maintaining Internal Financial Control: The Accounting Best Practices document and the Federal Guidelines Procedure manual for Seeds of Health are updated annually and are the most comprehensive summation of Seeds of Health's Accounting Best Practices and Federal Guidelines Procedures Manual.

C. Organizational Performance

CI. GVHS's well-functioning organizational structure includes:

a. **Parental Involvement:** GVHS provides Milwaukee families with an alternative model for successfully entering a meaningful, post-secondary life with workplace skills and a high-school diploma. GVHS students greatly benefit from this alternative path, and their guardians benefit from additional alternative options to participate in their students' school and to share their feedback. Unique to GVHS, interest surveys are provided to guardians so that they can self-identify ways that they can contribute to the school. Interest surveys have resulted in families being able to contribute food to school celebrations and

help connect the school to community partners. GVHS administrators can be found eliciting feedback from guardians on their students' school experience directly from their car during morning drop-off. These proactive, family-friendly interactions have been welcomed by GVHS families who have had previously unsuccessful interactions with schools. Regular contacts with families have resulted in a partnership that supports effective work with students, resolution of conflicts or issues as they arise on a case-by-case basis, and action on suggestions and ideas such as ways to improve school operations. Through consistent communication with parents, GVHS engages multiple approaches to provide parents with school program information, and to solicit and respond to questions:

- Admission Process: Parents/guardians and students participate in an enrollment application process at which time information is shared about the Grandview mission and program, expectations for student success, curriculum, school organizational structure, and policies and procedures outlined in the student handbook.
- Parent Surveys: Parent Surveys were completed during the 2023-2024 enrollment interviews. The surveys were designed to elicit ways in which Grandview can be of support and service to parents/guardians. Parent/Guardian highest responses fell in the areas of FAFSA, Skyward training and resources needed to help them with challenges impacting attendance and graduation. A FAFSA workshop and Skyward training were completed at the Fall conferences. Additionally, Walker's Point provided two hours of their time to work individually with families to address issues and challenges. The Grandview website provides parents with a variety of information that can be translated into multiple languages. Information includes, but is not limited to: student grades; assignments and attendance; graduation requirements; available support services and resources; faculty/staff contact information; school handbook; school policies re: bullying, dress code & discipline; school calendar/events; school news and announcements; information about other Seeds of Health, Inc. programs (e.g., WIC).
- Personal Contact Information: Staff telephone numbers and email addresses are provided to parents/guardians. They are encouraged to contact the appropriate person/s regarding concerns about expectations, achievement or behavior of their child.
- Teacher Initiated Contact: Teachers are required to contact parents not only if they have concerns about the performance of individual students, but also to establish and maintain a relationship that helps students be successful. Teachers balance celebrations and concerns when reaching out to parents/guardians.
- Parent Conferences: Parent-student conferences are held twice a year to review student achievement, attitude, and behavior in relation to the school curriculum and mission targeted outcomes for student learning. If the administrative team believes additional conferences are warranted, they are arranged on an as-needed basis. Parent/guardians are also encouraged to request a conference to address issues in a timely fashion.
- Progress Reports: Progress reports are sent home to parents six weeks into each trimester. Grade reports are sent home three times per year.
- Family/Parent Access Program: Parents can access their child's attendance, grades, and other information electronically via Skyward through the Grandview website.
- Process for Parent Complaints and Complaint Management: The school encourages parents to express concerns and communicate complaints they may have about the quality of the education their child is receiving as outlined in the student handbook.

b. Staffing: Grandview is known for providing a safe, respectful and organized school that allows staff and students to focus on learning, with strong structures in place that provide a framework for success. The staff includes a principal, associate principal, school counselor, literacy director/school-to-work coordinator, administrative assistant, nine full-time teachers, two itinerant special education teachers (MPS), a school social worker (.8), a school psychologist (.2), and two safety and one food service staff. Additionally, an online teacher is dedicated to the online Edgenuity lab through which GVHS facilitates online credit recovery/blended learning delivery for students in pursuit of their MPS high school diploma.

All staff are licensed by the DPI per the requirements of their assignments.

Staff are hired through WECAN in their correct licensure for the majority of the positions. Support staff are hired through Indeed. Seeds of Health attends hiring fairs that are offered throughout the area and at times has hired individuals referred by current staff members who feel favorably about SOH's operations.

GVHS is currently fully staffed, both in its support staff and highly qualified teaching faculty. Being fully staffed has allowed GVHS to run an organized, student-focused school. When filling open positions, however, the challenge continues to be finding staff that mirror the population Grandview serves. GVHS and SOH are familiar with research that indicates that students respond best to teachers in whom they can see themselves. While not being the only element in which a student can relate to a teacher, race and world view do play an important role in creating a diverse, well-rounded faculty. The recruitment of new teachers and school leaders is a task that is shared between the campus principal and agency leaders. GVHS and SOH school leaders have established partnerships with area teacher preparation programs at Marquette, UWM, CESA #1, and Alverno College. While race cannot play a part in the decision of hiring any individual teacher candidate, all of GVHS and SOH's partners know that diversifying the GVHS teaching faculty is an ongoing goal and are actively recruiting teachers. Additionally, many of GVHS's new hires come through recommendations made from existing SOH teachers who also know that the diversification of our teaching faculty is an ongoing goal in this era of teaching shortages.

c. Climate and Culture: The GVHS approach to managing student behavior is guided first and foremost by a strong commitment to a student-centered and relationship-rich learning environment. In practice, combined with high expectations for behavior and performance (as detailed in the student handbook and annually reviewed with students and families), this commitment has created and maintained a safe and caring school culture. GVHS schedules the first two days of each school year as "Induction Days," during which staff and students process expectations, policies, and building-wide procedures; institutes ropes and challenge course activities for team-building and getting acquainted; and takes care of all housekeeping items important to successful learning. Students are also introduced to social emotional learning strategies such as mindfulness, conflict resolution skills, and restorative practices and language, including weekly activities that build relationships and communication skills (i.e., participation in weekly circle and mindfulness activities). These social emotional learning and restorative practices decrease suspension rates and increase time in classes, while also developing important social skills. GVHS teachers build on initial orientation to behavior expectations by designing well-organized lesson plans that structure communication of learning outcomes and engagement of research-informed instructional methods. They also incorporate research-informed behavior management techniques as follows: Build positive relationships (e.g., interest/concern, positive expectation, equitable participation, latency, dignify responses, delve and rephrase, positive affirmation); Establish clear parameters (e.g., determine, teach, and reinforce norms); Monitor student behavior (e.g., proximity, silence, involvement, eye contact); Organize environment (e.g., seating, lighting, displays, technology, texts, materials); SEL practices daily (e.g., mindfulness, fidgets, flexible seating, check-ins).

A less direct but important influence on behavior management is adult modeling of positive social behavior and relationships. This defining quality of school culture is readily observed in student-faculty interaction in classrooms, hallways, offices, and otherwise across the school. As required, management of minor disciplinary infractions is a shared staff responsibility. Teachers and other staff work with students to maintain proper decorum and a positive learning environment. If teachers need assistance, administrators act on one or more of the following options: conference with the teacher and student; conference with teacher and parents; referral to the social worker or school

psychologist; referral to administration team; teacher team conferences; CICO (Check-in, Check-out), RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work), SAIG (Student Academic Instruction Groups); calming room; and behavior contracts.

GVHS recognizes that improving school attendance is essential to increasing student learning. Based on student and parent feedback, GVHS has a number of initiatives with the goal of improving student attendance. GVHS is addressing this issue in a holistic, student-centered approach. GVHS has replaced the 6th hour with a tutoring period. This more flexible daily schedule allows students to attend school while still managing outside responsibilities. GVHS students attend a daily mentor class in which personal relationships between classmates and teachers are emphasized and students receive guidance on a path towards academic success, post-secondary workplace skills, and connection with the larger workplace community.

d. School Enrollment: Grandview does not formally advertise for enrollment yet consistently meets or exceeds enrollment through the following strategies:

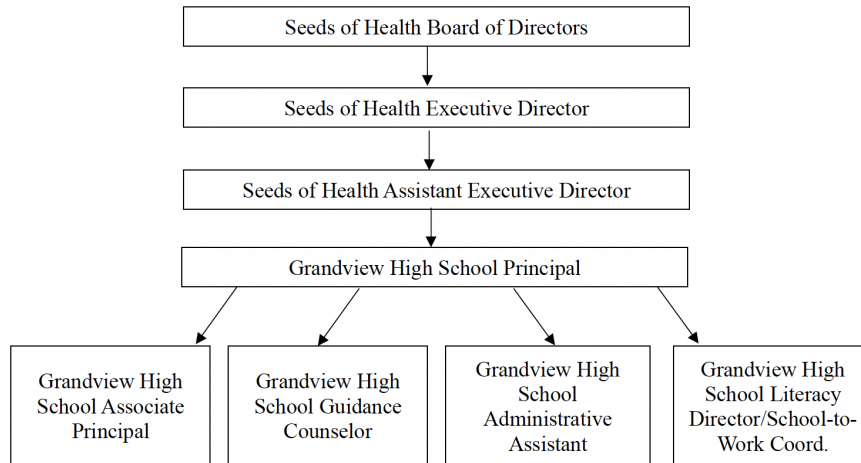
- Word-of-mouth from former and current families, with family satisfaction being a major factor in GVHS's enrollment success
- Coordination with existing social service and community agencies (e.g., Wraparound, Vel R Phillips Juvenile Justice Center School)
- Writing letters of introduction to private schools to educate them on Grandview as an option for students. These students may not qualify for the private school due to being at-risk or becoming at-risk while in their program.

These and similar efforts have resulted in 246 new or returning students to the district over the last 3 years. Once enrolled, frequent communication through daily attendance or good news calls, Skylert messages, Facebook, parking lot popup monthly questions, and surveys help inform families and offer a variety of ways to have discussions about how to best serve our population.

e. Community Partnerships: Grandview cultivates a positive and productive relationship with the Milwaukee community. An emerging centerpiece of this relationship is a commitment to focusing curriculum and instruction on MKE connected context and related college, career, civic and cultural opportunities. This commitment has included initial partnering with the *Making of Milwaukee* curriculum initiative developed by MPTV and UWM. Other Grandview/Milwaukee community partnerships include: Versiti Blood Center of Wisconsin, South Division High School (Wisconsin Interscholastic Athletic Association), Junior Achievement of Wisconsin, Local 420, ICM Manufacturing, Milwaukee Public Schools, Milwaukee Repertory Theatre, Parenting Network, Sojourner Family Peace Center, Leading Men Literacy, Secure Futures, UWM, Marquette, CESA #1.

C2. GVHS operates under the umbrella of Seeds of Health, Inc. (SOH), a Wisconsin non-stock non-profit corporation incorporated with 501 (c) (3) status that has served health and education needs of Milwaukee-area families for 40 years. The SOH board of directors (*see Figure 2*) serves as the governing board for Grandview High School, as well as Seeds of Health Elementary School, Tenor High School, Veritas High School, and a Women, Infants and Children (WIC) program. The roles and responsibilities of GVHS management are organized as a collaboration between the SOH board, SOH administrators, and GVHS administrators (*see Figure 1*).

Figure 1. GVHS Administrative Structure within SOH Governance



The SOH board of directors is composed of experienced and well-informed leaders who represent business, education, legislative and other professional sectors of the Milwaukee community, leaders who are committed to developing the potential of urban children in mind, body, and character (see Figure 2).

Unique board qualities include:

- 40 years of experience in managing a successful nonprofit agency
- A demonstrated organizational disposition to proactively improve educational opportunities for urban children (e.g., creation of multiple and diverse urban school programs that serve at-risk students, college and technical school enrollment, preparation for high school success)
- An experienced K-12 administration structure for managing multiple schools and programs
- 35 years of experience in developing effective and sustainable educational programs validated by ongoing external reviews and award recognition
- A record of responsible fiscal management recognized by annual audits and compliance with contracts

Figure 2.

Seeds of Health, Inc. Board of Directors, 2023			
Name	Occupation	Position	Service
John J. Peterburs	Executive Director, Quarles & Brady	President	37 years
Jane Trenchard Backes	Mbsp Dev., MMAC	V. Pres.	9 years
David J. Hase	Attorney, Dewitt Ross & Stevens, S.C.	Secretary	37 years
Gilbert Llanas	Retired Foundation Director, Northwestern Mutual	Treasurer	2 years
Tiffany May	VP Pre-Construction, Berghammer Construction	Member	First year
David Cullen	Milwaukee County Treasurer	Member	28 years
Bruce Marne	Retired Architect	Member	27 years
Patricia Algiers	Bus. Consultant, Chemistry in Place	Member	10 years
Rena Aldana	Buelow Vetter, Attorney at Law	Member	1st year
Judith Romelus	Interim Director - Institute for the Transformation of Learning - Marquette University	Member	2 years

The SOH board of directors has the sole authority under the Wisconsin Non-Stock Corporation Law for making policy and monitoring accountability data. It meets quarterly and as otherwise necessary to establish operational policies for the agency and its programs and review accountability data. Additionally, the SOH board of directors established and maintains a committee structure that includes an executive committee, a finance & facilities committee, and a development committee. The board recently

established the education & community engagement committee, which is currently being developed. This committee will act as the liaison between SOH schools to inform the board of issues affecting families. The feedback provided by the committee will help inform future decision-making and policy development to strengthen SOH school operations to improve transparency, accountability, resource allocation, community engagement, and ensure families at all SOH schools have excellent educational experiences.

The SOH administration team includes the executive director, assistant executive director, human resources director, chief financial officer, director of technology, curriculum and instruction director, special education director, development director, leadership and program development director, and associated support staff. This team is responsible for providing central administration services (e.g., finance and HR management) that support GVHS administrator management of school operation and ongoing improvement.

The GVHS administration team includes the principal, associate principal, guidance counselor, and an administrative assistant. This team is responsible for direct management of school operation, as well as ongoing program development. Collectively, collaboration between the SOH board of directors, SOH administrators, and GVHS administration team has established high accountability for meeting program goals and requirements.

Accountability is established for compliance with rights and protections mandated by federal and state statutes (e.g., health and safety regulations, teacher background checks, open enrollment, zero tuition policies, teacher licensing, civil rights protections, open meeting laws, financial accountability rules). To this point, examples of consistent GVHS compliance with the terms of its partnership and applicable state and federal laws and regulations has been documented by:

- Providing all required documents and data in a timely manner
- Maintaining required insurance policies in force
- Properly conducting background checks on new employees and other adults that work with students
- Completing annual financial audits with no unresolved issues
- Addressing compliance with annual performance requirements
- Preparing annual accountability reports for the SOH Executive Director and MPS
- Complying with all contractual and legal requirements including Title 1 requirements, Special Education Compliance, and others as outlined in the contract

III. PLANS FOR CONTINUED SUCCESS

A. Academic Performance

AI. GVHS is committed to a process of continuous improvement in the areas of its graduation rate, post-secondary readiness, academic performance, and its school climate and culture. In order to continue GVHS's mission to help academically at-risk students achieve a high school diploma and to be prepared for a purposeful life after high-school, GVHS would like to continue to offer an 18 credit diploma instead of a 22 credit diploma. This option provides older students who are at risk of never completing high school an efficient path to meeting this goal. This path is important because many older students come to GVHS behind on required credits and with an excess of elective credits. GVHS is proud to report that during the 2022-23 school year, it had 112 graduates with 840 online classes passed.

In the next partnership period, GVHS is committed to expanding the school's many community partnerships. Understanding the connection between school and a post-secondary school life is essential for both the school's climate and culture and teachers' ability to promote rigor through demonstrating the relevance of classwork. Community partnerships allow for students to explore careers in various fields and may

potentially lead to employment opportunities. By expanding upon a large menu of community partnerships, students will be able to envision many paths to a successful post-secondary school life that includes meaningful work.

A2. It is GVHS's intention to work towards a student enrollment of 240 students.

A3. During the term of the next partnership school contract, GVHS will continue working on the Evidence Based Improvement Strategies (EBIS) identified in the 2023-24 School Improvement Plan in the areas of Graduation Rate Improvement, Instructional Practices, and Climate and Culture.

Graduation Rate Improvement

By focusing on effective practices in transition and career/technical education, we'll see students make post-secondary plans which leads to higher graduation rates. Success measures include 6-Year Graduation Rate and Registered Senior Graduation. Sample current activities to be built on in the next contract term include:

- Designing CTE activities to be implemented into Mentor Class
- Training/supporting teachers on the implementation of Xello and the CTE component of Mentor
- Implementing CTE components of Mentor and Xello
- Monthly meetings of the GRIP team to review student cohort data, determine progress, identify impact and next steps; review adult practice and student outcome data and Exit Criteria 3 Monitoring Tool
- Creating family questionnaires, engaging in "parking lot" interactions, holding family/parent information evenings/activities
- Senior roster updated weekly with grades to monitor progress towards expected graduation date

Instructional Practice

By creating strong foundations of support for teachers, including data-driven professional development, effective observation and coaching techniques, and timely feedback, we'll see greater success in classrooms, which will lead to higher graduation rates. Success measures include Reading Improvement, Math Improvement, 6-Year Graduation Rate, Remained Enrollment, Earned Credits, Registered Senior Graduation, Improved Credits, and Math and Reading Growth. Sample current activities to be built on in the next contract term include:

- Continuing to develop and implement professional development plans, including through the professional development partnership with CESA #1
- Leadership teams conducting observations around implementation of identified strategies provided during professional development
- Focused coaching support around identified professional learning and strategies
- Monthly meetings of the Learning Team to review adult practice and student outcome data and Exit Criteria 3 Monitoring Tool
- Communicating with families regarding credit progress and suggestions for supporting students at home.

Climate and Culture

By providing training and support for Grandview staff to create a more welcoming climate and culture, we'll see an increase in student engagement and comfort in the building, which leads to greater student success. Success measures include Daily Attendance, Improved Attendance, and Suspension Rate. Sample current activities to be built on in the next contract term include:

- Implementing Tier 1 attendance activities to support positive attendance (attendance lesson plan, sleeping hygiene lesson plan in Mentor Class; attendance bulletin board)
- Developing Tier 2/3 attendance interventions (attendance check-in/check-out, attendance letters,

phone calls, home visits)

- Implementing Tier 1 behavior supports (Induction Days) and developing Tier 2/3 interventions (Tier 3 - RENEW, SAIG Group, individualized check-in/check-out)
- Providing Gender Sexuality Alliance Club
- Monthly meetings of the Climate and Culture Team to review adult practice and student outcome data and Exit Criteria 3 Monitoring Tool
- Implementing parent survey during enrollment interview, monthly simple question parking lot survey and a comprehensive student/family/staff survey in spring

B. Financial Performance

BI. GVHS will continue to meet financial performance standards through established practices and support from Seeds of Health financial management administration. Financial performance will be further supported by enrollment growth through enhanced marketing of the GVHS education program to Milwaukee families and students.

C. Organizational Performance

CI. GVHS has prided itself, in its 35 years of existence, with creating a small school environment in which guardians, staff and the community feel welcome. This is essential at any school but especially true at a school where students have experienced school failure. Over the next partnership period, GVHS will not only continue this tradition, but proceed in the spirit of continuous improvement. To that end, GVHS will expand its alternative options for guardians to participate in their students' school and to share their feedback. GVHS will expand on its unique approach of providing guardians interest surveys, allowing them to self-identify ways that they can contribute to the school. The goal of these pro-active, family-friendly interactions will be to welcome GVHS families while being cognizant that most have previously had unsuccessful interactions with schools. Through consistent communication with parents, GVHS will continue to utilize multiple approaches to provide parents with school program information, and to solicit and respond to questions.

GVHS is aware of research indicating that students thrive with teachers in whom they can see themselves. While race and family culture are important ways in which students and teachers can connect, GVHS leadership knows that it is not the only way and is committed to providing students with culturally responsive and sustaining classrooms. It will continue its partnership with CESA #1 to provide professional learning to its teachers in these important areas. Additionally, GVHS and Seeds of Health will re-commit its efforts to recruit teachers that share cultural backgrounds with the families it serves, but emphasizing the importance of diversifying its teaching staff to the colleges and universities that partner with GVHS to provide field students, student teachers, and new employees. While race cannot be used as a determining factor in any individual employment decision, GVHS realizes the importance of achieving and maintaining a diverse faculty.

In the years to come, GVHS is committed to maintaining and expanding upon its community partnerships. When educating students that are at-risk of not graduating from high school, it is essential that students can clearly understand the connection between the skills that they are developing at school and a post-secondary life with meaningful work or additional education. To this end, GVHS will seek out additional partnerships with local businesses, unions, MATC and local area colleges (e.g., Alverno, UWM, Carol University, Concordia, Mount Mary) so that GVHS students can see a clear pathway to graduation and a successful post-secondary life.

C2. GVHS will continue to benefit from the established school governance structure. This will include ongoing support for financial, human resources, technology, special education, and literacy education management from SOH agency staff.

GRANDVIEW CALENDAR 2024-2025

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY	
4	Independence Day

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY	
1	Winter Break
20	MLK Jr. Day

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST	
14-16	New Staff Induction Days
26-30	Agency PD Days

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

FEBRUARY	
17	Mid Semester Break
18	Agency PD Day

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SEPTEMBER	
2	Labor Day
3	Student First Day of School
27	Agency PD Day

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH	
7	End of Trimester 2/Records Day
11	ACT Exam
24-28	Spring Break

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER	
18	Parent-Teacher Conferences
21	Agency PD Day

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL	
11	Agency PD Day
18	April Break

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER	
18	Agency PD Day
26	End of Trimester 1/Records Day
27-29	Thanksgiving Break

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY	
26	Memorial Day

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER	
23-31	Winter Break

JUNE '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JUNE	
12	Student Last Day
13	End of Trimester 3/Records Day
16	Agency PD Day / Staff Last Day

 First/Last Day of School

 Parent-Teacher Conferences (No Student Attendance)

 Early Release Days

 School Closed (no students or 10/11 month school staff)

 Professional Development (no students)

 Record Days (no students)

Appendix D: Contractor Graduation Requirements

Link to Administrative Policy 7.37 Graduation Requirements

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-07/Administrative_Policy_07_371.pdf

Link to Administrative Procedure 7.37 Graduation Requirements

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Procedures/Chapter-07/Administrative_Procedure_07_37.pdf

Graduation Checklist for Alternative Programs Minimum 22 Credits

STUDENT NAME:		DOB:		COHORT YEAR:	
English (4 credits)	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	
Math (3 credits)	<input type="checkbox"/> ALG 1 S1 <input type="checkbox"/> ALG 1 S2	<input type="checkbox"/> GEO S1 <input type="checkbox"/> GEO S2	<input type="checkbox"/> ALG 2 S1 <input type="checkbox"/> ALG 2 S2		
Science (3 credits) - one lab required	<input type="checkbox"/> PHY S1 <input type="checkbox"/> PHY S2	<input type="checkbox"/> LIFE S1 <input type="checkbox"/> LIFE S2	<input type="checkbox"/> SCI EL S1 <input type="checkbox"/> SCI EL S2		
Social Studies (3 credits) - including state and local government	<input type="checkbox"/> CIT S1 <input type="checkbox"/> CIT S2 OR <input type="checkbox"/> ECON <input type="checkbox"/> AM GOV	<input type="checkbox"/> WOR HIS S1 <input type="checkbox"/> WOR HIS S2	<input type="checkbox"/> US HIS S1 <input type="checkbox"/> US HIS S2	<input type="checkbox"/> Passed Civics Exam	
Health (.5 credits)	<input type="checkbox"/> HEALTH				
Phy. Ed (1.5 credits)	<input type="checkbox"/> COMP PE	<input type="checkbox"/> FIT 4 LIFE	<input type="checkbox"/> LIFETIME SPORTS		
Fine Arts (1 credit)	<input type="checkbox"/> Fine Arts S1 <input type="checkbox"/> Fine Arts S2				
Electives (6 credits)	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective		
	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective		
	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective		
	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective	<input type="checkbox"/> Elective		
Complete 1 option (0.1)	<input type="checkbox"/> ONLINE LEARNING	<input type="checkbox"/> SERVICE LEARNING	<input type="checkbox"/> COMMUNITY SERVICE		
ACP	<input type="checkbox"/> ACP Year 1	<input type="checkbox"/> ACP Year 2	<input type="checkbox"/> ACP Year 3	<input type="checkbox"/> ACP Year 4	
FAFSA	<input type="checkbox"/> FAFSA COMPLETED				
TOTAL:	22 TOTAL CREDITS (PLUS .1 ONLINE, COM SERV, or SERV LEARNING)				

Carnegie Units Required to be promoted to the next grade level:	Post-Secondary Plans
10 th grade = 5.0 credits by August of 1 st year of high school	2 year _____
11 th grade = 10.0 credits by August of 2 nd year of high school	4 year _____
12 th grade = 16.0 credits by August of 3 rd year of high school	Military _____
On Track Yes No GEDO2 COC SPED RE ESI	Employment _____

[Administrative Policy 7.37 Graduation Requirements](#)

[Administrative Procedure 7.37 Graduation Requirements](#)

Graduation Checklist for Alternative Programs

Minimum 18 Credits

(students at least one year behind their graduation cohort year)

STUDENT NAME:		DOB:	COHORT YEAR:	
English (4 credits)	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2	<input type="checkbox"/> ENG S1 <input type="checkbox"/> ENG S2
Math (3 credits)	<input type="checkbox"/> ALG 1 S1 <input type="checkbox"/> ALG 1 S2	<input type="checkbox"/> GEO S1 <input type="checkbox"/> GEO S2	<input type="checkbox"/> ALG 2 S1 <input type="checkbox"/> ALG 2 S2	
Science (3 credits) - one lab required	<input type="checkbox"/> PHY S1 <input type="checkbox"/> PHY S2	<input type="checkbox"/> LIFE S1 <input type="checkbox"/> LIFE S2	<input type="checkbox"/> SCI EL S1 <input type="checkbox"/> SCI EL S2	
Social Studies (3 credits) - including state and local government	<input type="checkbox"/> CIT S1 <input type="checkbox"/> CIT S2 OR <input type="checkbox"/> ECON <input type="checkbox"/> AM GOV	<input type="checkbox"/> WOR HIS S1 <input type="checkbox"/> WOR HIS S2	<input type="checkbox"/> US HIS S1 <input type="checkbox"/> US HIS S2	
Health (.5 credits)	<input type="checkbox"/> HEALTH			
Phy. Ed (1.5 credits)	<input type="checkbox"/> COMP PE	<input type="checkbox"/> FIT 4 LIFE	<input type="checkbox"/> LIFETIME SPORTS	
Electives (3 credits)	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> Elective <input type="checkbox"/> Elective
Complete 1 option (0.1)	<input type="checkbox"/> ONLINE LEARNING	<input type="checkbox"/> SERVICE LEARNING	<input type="checkbox"/> COMMUNITY SERVICE	
ACP	<input type="checkbox"/> ACP Year 1	<input type="checkbox"/> ACP Year 2	<input type="checkbox"/> ACP Year 3	<input type="checkbox"/> ACP Year 4
FAFSA	<input type="checkbox"/> FAFSA COMPLETED			
TOTAL:	18 TOTAL CREDITS (PLUS .1 ONLINE, COM SERV, or SERV LEARNING and ACP)			
This is a minimum requirement for students who are behind in their graduation cohort year. For students who are on-track with their correct cohort year, will require the 22 credits				

Carnegie Units Required to be promoted to the next grade level:	Post-Secondary Plans
10 th grade = 5.0 credits by August of 1 st year of high school	2 year _____
11 th grade = 10.0 credits by August of 2 nd year of high school	4 year _____
12 th grade = 16.0 credits by August of 3 rd year of high school	Military _____
On Track Yes No GEDO2 COC SPED RE ESI	Employment _____

[Administrative Policy 7.37 Graduation Requirements](#)

[Administrative Procedure 7.37 Graduation Requirements](#)

Appendix E

A B C D E F G I K L M N O P Q R S T

FY24 Partnership Budget & Expenditures Form APPENDIX F: FY24 Annual Budget - MPS Funds Only

Please check one of the boxes below:

<input checked="" type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	

School Name - Partnership
(click drop down below):

Grandview/Seeds of Health - AR

Date Prepared: 8/14/23

430	Original Budget Amount = Col D Grand Total	Adjusted Budget Amount = Col E Grand Total
	\$11,146.61	\$11,146.61
FY24 Per Pupil Allocation Amount		
FY24 Pupil Count (FTE's)	202.0	
FY24 Approved Budget Amount	\$2,251,615.22	\$0.00

FY24 Partnership Budget & Expenditures Form APPENDIX G: FY24 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Please check one of the boxes below:

<input type="checkbox"/>	Semi-Annual Expenditures Report as of 12/31/23
<input type="checkbox"/>	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/24

MPS Funds Only					Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements	
Semi-Annual		Annual			Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY23 Carryover Budget (from prior year Appen F, Col F)	FY23 Carryover Expenditures 12 months 6/30/2024
Actual Expenditures 6 months 12/31/23	Remaining Budget Balance 12/31/23	Actual Expenditures 12 months 06/30/24	Surplus (Deficit) Budget Balance 06/30/24	FY24 Carryover Requested Amount (To use in FY25)					

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY23 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	Actual Expenditures 6 months 12/31/23	Remaining Budget Balance 12/31/23	Actual Expenditures 12 months 06/30/24	Surplus (Deficit) Budget Balance 06/30/24	FY24 Carryover Requested Amount (To use in FY25)	Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY23 Carryover Budget (from prior year Appen F, Col F)	FY23 Carryover Expenditures 12 months 6/30/2024	Amt. in Col M
Instruction/Instructional Support Costs																		
Salaries (non-MPS Staff)																		
Agency Teacher(s)		10	369,608				369,608	369,608	369,608	369,608	369,608							
Paraprofessionals		0					0	0	0	0	0							
Substitutes			2,000				2,000	2,000	2,000	2,000	2,000							
Aides							0	0	0	0	0							
Counselor/Psychologist		1	78,000				78,000	78,000	78,000	78,000	78,000							
Social Worker							0	0	0	0	0							
Other - Specify computer science			15,000				15,000	15,000	15,000	15,000	15,000							
							0	0	0	0	0							
							0	0	0	0	0							
Salaries Subtotal		11	464,608	0	0	0	464,608	0	464,608	0	464,608		100.00%	46,460.80	-	0	0	0
Staff Benefits																		
Pensions			44,477				44,477	44,477	44,477	44,477	44,477							
Social Security			40,940				40,940	40,940	40,940	40,940	40,940							
Other - Specify insurance benefits			98,661				98,661	98,661	98,661	98,661	98,661							
							0	0	0	0	0							
Benefits Subtotal		0	184,078	0	0	0	184,078	0	184,078	0	184,078		100.00%	18,407.80	-	0	0	0
Purchased Services																		
Teacher Chargeback from MPS			0				0	0	0	0	0							
Media Equipment							0	0	0	0	0							
Library Books							0	0	0	0	0							
Consultants/Contracted Services							0	0	0	0	0							
Extracurricular Activities							0	0	0	0	0							
Field Trips							0	0	0	0	0							
Staff Development-travel/conferences							0	0	0	0	0							
Car allowance-instructional staff travel							0	0	0	0	0							
Other - Specify							0	0	0	0	0							
							0	0	0	0	0							
							0	0	0	0	0							
							0	0	0	0	0							
							0	0	0	0	0							
							0	0	0	0	0							
Purchased Services Subtotal		0	0	0	0	0	0	0	0	0	0		#DIV/0!	-	#DIV/0!	0	0	0
Instruction/Instructional Support Costs																		
Classroom Materials/Equipment																		
Instructional Supplies			95,000		5,354		100,354	100,354	100,354	100,354	100,354							5,354
Textbooks							0	0	0	0	0							0
Media Rental							0	0	0	0	0							0
Tests							0	0	0	0	0							0
Classroom Equipment							0	0	0	0	0							0
Computer Equipment			32,400		35,000		67,400	67,400	67,400	67,400	67,400							35,000
Software							0	0	0	0	0							0
Other - Specify							0	0	0	0	0							0
							0	0	0	0	0							0
							0	0	0	0	0							0
							0	0	0	0	0							0
Materials/Equipment Subtotal		0	127,400	0	40,354	0	167,754	0	167,754	0	167,754		100.00%	16,775.40	-	0	40,354	0
							167,754											
Total Instruction	35.6%	11	776,086	0	40,354	0	816,440	0	816,440	0	816,440		100.00%	81,644.00	-	0	40,354	0
							816,440											
Non-Instructional Costs																		
Salaries																		
Program Director/Principal		1	117,000				117,000	117,000	117,000	117,000	117,000							0
Assistant Administrator		2	100,000				100,000	100,000	100,000	100,000	100,000							0
Maintenance Services			20,000				20,000	20,000	20,000	20,000	20,000							0
Clerical		1	55,000				55,000	55,000	55,000	55,000	55,000							0
Accounting/Financial		1	88,000				88,000	88,000	88,000	88,000	88,000							0
Part-time Wages							0	0	0	0	0							0
Other - Specify exec dir & security & food service		2	133,000				133,000	133,000	133,000	133,000	133,000							0
							0	0	0	0	0							0
							0	0	0	0	0							0
Salaries Subtotal		7	513,000	0	0	0	513,000	0	513,000	0	513,000		100.00%	51,300.00	-	0	0	0
							513,000											
Benefits																		
Pensions			25,000				25,000	25,000	25,000	25,000	25,000							0
Social Security			42,000				42,000	42,000	42,000	42,000	42,000							0

FY24 Partnership Budget & Expenditures Form
APPENDIX F: FY24 Annual Budget - MPS Funds Only

School Name - Partnership
 (click drop down below):

Please check one of the boxes below:

<input checked="" type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	

Grandview/Seeds of Health - AR

Date Prepared: 8/14/23

430	Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total
	\$11,146.61	\$11,146.61
	FY24 Pupil Allocation Amount	
	FY24 Pupil Count (FTE's)	202.0
	FY24 Approved Budget Amount	\$2,251,615.22
		\$0.00

FY24 Partnership Budget & Expenditures Form
APPENDIX G: FY24 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Include Column I for both Appendices F & G

Please check one of the boxes below:

<input type="checkbox"/>	Semi-Annual Expenditures Report as of 12/31/23
<input type="checkbox"/>	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/24

MPS Funds Only

Annual Variance Calculation of Category Subtotals

Annual Reporting Requirements

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY23 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	Semi-Annual		Annual		FY24 Carryover Requested Amount (To use in FY25)	Annual Variance Calculation of Category Subtotals		Annual Reporting Requirements		Amt. in Col M	
								Actual Expenditures 6 months 12/31/23	Remaining Budget Balance 12/31/23	Actual Expenditures 12 months 06/30/24	Surplus (Deficit) Budget Balance 06/30/24		Major Budget Category	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY23 Carryover Budget (from prior year Appen F, Col F)		FY23 Carryover Expenditures 12 months 6/30/2024
								Col. N/	Col. I	Col. N/	Col. I		Variance Favorable (Unfavorable)	Total Budget/ Revised Bud	Prior Written Approval	FY23 Carryover Budget		FY23 Carryover Expenditures
Other - Specify insurance benefits							90,100	90,100	90,100	90,100								
Benefits Subtotal	0		157,100	0	0	0	157,100	0	157,100	0	157,100		100.00%	15,710.00	-	0	0	0
Non-Instructional Costs (non-MPS Staff)																		
Purchased Services																		
Consultants			39,800				39,800	39,800	39,800	39,800								0
Administrative Staff Development-travel/conferences			12,500				12,500	12,500	12,500	12,500								0
Administrative Fee (2.23% X Total Board Allocation)			50,211	0			50,211	50,211	50,211	50,211								0
Duplicating			500				500	500	500	500								0
Postage			3,000				3,000	3,000	3,000	3,000								0
Rents			318,800				318,800	318,800	318,800	318,800								0
Utilities			44,000				44,000	44,000	44,000	44,000								0
Telephone			40,000				40,000	40,000	40,000	40,000								0
Other-Specify depreciation & transportation			75,902				75,902	75,902	75,902	75,902								0
			0				0	0	0	0								0
			0				0	0	0	0								0
Purchased Services Subtotal	0		584,713	0	0	0	584,713	0	584,713	0	584,713		100.00%	58,471.30	-	0	0	0
Non-Instructional Materials/Equipment																		
Office Supplies			20,000				20,000	20,000	20,000	20,000								0
Maintenance Equipment			0				0	0	0	0								0
Building/Maintenance Supplies			153,000				153,000	153,000	153,000	153,000								0
Security			0				0	0	0	0								0
Office Equipment			0				0	0	0	0								0
Equipment Rental			0				0	0	0	0								0
Copier Rental			10,000				10,000	10,000	10,000	10,000								0
Software			11,716				11,716	11,716	11,716	11,716								0
Other-Specify			0				0	0	0	0								0
			0				0	0	0	0								0
Materials/Equipment Subtotal	0		194,716	0	0	0	194,716	0	194,716	0	194,716		100.00%	19,471.60	-	0	0	0
Insurance																		
Fidelity Bond			0				0	0	0	0								0
Workers Compensation			0				0	0	0	0								0
Bodily Injury			0				0	0	0	0								0
General Liability			26,000				26,000	26,000	26,000	26,000								0
Other-Specify			0				0	0	0	0								0
			0				0	0	0	0								0
Insurance Subtotal	0		26,000	0	0	0	26,000	0	26,000	0	26,000		100.00%	2,600.00	-	0	0	0
Total Non-Instruction	64.4%	7	1,475,529	0	0	0	1,475,529	0	1,475,529	0	1,475,529		100.00%	147,552.90	-	0	0	0
GRAND TOTALS	100.0%	18	2,251,615	0	40,354	0	2,291,969	0	2,291,969	0	2,291,969		100.00%	229,196.90	-	#DIV/0!	40,354	0

Col D Grand Total must = Cell E12 2,251,615
 Col E Grand Total must = Cell F12 0

RECONCILIATION

Total Instruction	35.6%	I73	816,440
Total Non-Instruction	64.4%	I135	1,475,529
GRAND TOTALS	100.0%	I138	2,291,969

	Col D	Col E	Total FY24 Contract Payments
FY24 Approved Budget Amount	2,251,615	0	2,251,615
MPS Teacher	0	0	0
Admin Fee	(50,211)	0	(50,211)
FY24 Net Contract Payments	2,201,404	0	2,201,404

A	B	C	D	E	F	G	I	K	L	M	N	O	P	Q	R	S	T																																				
FY24 Partnership Budget & Expenditures Form							FY24 Partnership Budget & Expenditures Form																																														
APPENDIX F: FY24 Annual Budget - MPS Funds Only							APPENDIX G: FY24 Revised Annual Budget vs Actual Expenditures																																														
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School Name - Partnership (click drop down below):							Please check one of the boxes below:																																														
Grandview/Seeds of Health - AR							<input checked="" type="checkbox"/> Board Approved and Carryover Budget Admin Fee 2.23% <input type="checkbox"/> Revisions & Adjustments to Budget MPS Teacher																																														
Date Prepared: 8/14/23							Semi-Annual Expenditures Report as of 12/31/23 Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/24																																														
430							<table border="1"> <thead> <tr> <th>Original Budget Amount = col D Grand Total</th> <th>Adjusted Budget Amount = Col E Grand Total</th> </tr> </thead> <tbody> <tr> <td>FY24 Per Pupil Allocation Amount</td> <td>\$11,146.61</td> <td>\$11,146.61</td> </tr> <tr> <td>FY24 Pupil Count (FTE's)</td> <td>202.0</td> <td></td> </tr> <tr> <td>FY24 Approved Budget Amount</td> <td>\$2,251,615.22</td> <td>\$0.00</td> </tr> </tbody> </table>											Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total	FY24 Per Pupil Allocation Amount	\$11,146.61	\$11,146.61	FY24 Pupil Count (FTE's)	202.0		FY24 Approved Budget Amount	\$2,251,615.22	\$0.00																									
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MPS Funds Only					Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements																																													
Semi-Annual		Annual			Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval	FY23 Carryover Budget (from prior year Appen F, Col F)	FY23 Carryover Expenditures 12 months 6/30/2024 Amt. in Col M																																												
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Notes: 1) Do not input data in shaded cells. 2) E-mail: To.....Tangela Anderson (anderst6@milwaukee.k12.wi.us), Cc.....Bridget Schock (schockbx@milwaukee.k12.wi.us)																																																					

Appendix F

A B C D E F G

FY22 Partnership Budget & Expenditures Form APPENDIX F: FY22 Annual Budget - MPS Funds Only

Please check one of the boxes below:

School Name - Partnership
(click drop down below):

Grandview/Seeds of Health - AR

<input checked="" type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	
430	Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total	
	FY22 Per Pupil Allocation Amount	\$9,607.33	
	FY22 Pupil Count (FTE's)	216.0	216.0
	FY22 Approved Budget Amount	\$2,075,183.28	\$0.00

Date Prepared: 2/8/22

I K L M N O P Q R S T

FY22 Partnership Budget & Expenditures Form APPENDIX G: FY22 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Include
Column I

Please check one of the boxes below:

for both
Appendices
F & G

Semi-Annual Expenditures Report as of 12/31/21
 Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/22

MPS Funds Only					Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements	
Semi-Annual		Annual		FY21 Carryover Requested Amount (To use in FY22)	Major Budget Category Variance (Unfavorable) Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY21 Carryover Budget (from prior year Appen F, Col F)	FY21 Carryover Expenditures 12 months 6/30/2022
Actual Expenditures 6 months 12/31/21	Remaining Budget Balance 12/31/21	Actual Expenditures 12 months 06/30/22	Surplus (Deficit) Budget Balance 06/30/22						
Total Budget/ Revised Budget									Am. in Col M
Instruction/Instructional Support Costs									
Salaries (non-MPS Staff)									
Agency Teacher(s)		10	378,571						0
Paraprofessionals									0
Substitutes			10,000						0
Aides									0
Counselor/Psychologist		1	72,155						0
Social Worker									0
Other - Specify		0	13,006						0
									0
									0
Salaries Subtotal		11	473,732	0	0	0	0	0	0
			473,732						0
Staff Benefits									
Pensions			35,150						0
Social Security			90,160						0
Other - Specify			118,136						0
									0
Benefits Subtotal		0	243,446	0	0	0	0	0	0
			243,446						0
Purchased Services									
Teacher Chargeback from MPS			0						0
Media Equipment									0
Library Books			5,000						0
Consultants/Contracted Services									0
Extracurricular Activities									0
Field Trips									0
Staff Development-travel/conferences									0
Car allowance-instructional staff travel									0
Other - Specify									0
									0
									0
									0
									0
									0
									0
									0
									0
Purchased Services Subtotal		0	5,000	0	0	0	0	0	0
			5,000						0
Instruction/Instructional Support Costs									
Classroom Materials/Equipment									
Instructional Supplies			57,750						0
Textbooks									0
Media Rental									0
Tests									0
Classroom Equipment									0
Computer Equipment			46,000						0
Software									0
Other - Specify									0
									0
									0
									0
									0
									0
									0
									0
Materials/Equipment Subtotal		0	103,750	0	0	0	0	0	0
			103,750						0
									0
Total Instruction	39.8%	11	825,928	0	0	0	0	0	0
			825,928						0
Non-Instructional Costs									
Salaries									
Program Director/Principal		1	125,000						0
Assistant Administrator		1	64,688						0
Maintenance Services		0	17,273						0
Clerical		1	40,000						0
Accounting/Financial		1	68,797						0
Part-time Wages									0
Other - Specify		2	116,578						0
									0
									0
Salaries Subtotal		6	432,336	0	0	0	0	0	0
			432,336						0
Benefits									
Pensions			32,151						0
Social Security			46,559						0

FY22 Partnership Budget & Expenditures Form
APPENDIX F: FY22 Annual Budget - MPS Funds Only

School Name - Partnership
 (click drop down below):

Please check one of the boxes below:

<input type="checkbox"/>	Board Approved and Carryover Budget	Admin Fee	2.23%
<input checked="" type="checkbox"/>	Revisions & Adjustments to Budget	MPS Teacher	

430

Original Budget Amount = Col D Grand Total	\$9,607.33	Adjusted Budget Amount = Col E Grand Total	
FY22 Per Pupil Allocation Amount			
FY22 Pupil Count (FTE's)	216.0	216.0	
FY22 Approved Budget Amount	\$2,075,183.28	\$0.00	

Date Prepared: 2/8/22

FY22 Partnership Budget & Expenditures Form
APPENDIX G: FY22 Revised Annual Budget vs Actual Expenditures

Including: Annual Variance Calculation and Annual Reporting Requirements

Include
 Column I
 for both
 Appendices
 F & G

Please check one of the boxes below:

<input type="checkbox"/>	Semi-Annual Expenditures Report as of 12/31/21
<input checked="" type="checkbox"/>	Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/22

MPS Funds Only

Description	%	FTE Positions	Board Approved Budget	Revise Budget Due to State Alloc Amt &/or Actual FTE's	FY21 Carryover Budget (from prior year)	Budget Revisions	Total Budget/ Revised Budget	Annual Variance Calculation of Category Subtotals				Annual Reporting Requirements							
								Semi-Annual		Annual		Major Budget Category Variance Favorable (Unfavorable) Col. N/ Col. I	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval > 10% Only	FY21 Carryover Budget (from prior year Appen F, Col F)	FY21 Carryover Expenditures 12 months 6/30/2022			
								Actual Expenditures 6 months 12/31/21	Remaining Budget Balance 12/31/21	Actual Expenditures 12 months 06/30/22	Surplus (Deficit) Budget Balance 06/30/22						FY21 Carryover Requested Amount (To use in FY22)		
Other - Specify			91,776				91,776	44,240	47,536		91,776								
Benefits Subtotal	0		170,486	0	0	0	170,486	79,665	90,821	0	170,486	100.00%	17,048.60	-	0	0			
Non-Instructional Costs (non-MPS Staff)																			
Purchased Services																			
Consultants			58,100				58,100	23,321	34,779		58,100								
Administrative Staff Development-travel/conferences			5,000				5,000	1,551	3,449		5,000								
Administrative Fee (2.23% X Total Board Allocation)			46,277	0			46,277	23,353	22,924		46,277								
Duplicating			7,500				7,500	836	6,664		7,500								
Postage			7,500				7,500	1,039	6,461		7,500								
Rents			286,388				286,388	127,770	158,618		286,388								
Utilities			39,000				39,000	18,883	20,117		39,000								
Telephone			16,000				16,000	11,644	4,356		16,000								
Other-Specify			17,273				17,273	9,102	8,171		17,273								
TRANSPORTATION			26,500				26,500	3,489	23,011		26,500								
Purchased Services Subtotal	0		509,538	0	0	0	509,538	220,988	288,550	0	509,538	100.00%	50,953.80	-	0	0			
Non-Instructional Materials/Equipment																			
Office Supplies			22,500				22,500	11,644	10,856		22,500								
Maintenance Equipment			0				0	0	0		0								
Building/Maintenance Supplies			77,000				77,000	72,801	4,199		77,000								
Security			0				0	0	0		0								
Office Equipment			0				0	0	0		0								
Equipment Rental			5,000				5,000	3,098	1,902		5,000								
Copier Rental			0				0	0	0		0								
Software			7,100				7,100	4,011	3,089		7,100								
Other-Specify			295				295	73	222		295								
Materials/Equipment Subtotal	0		111,895	0	0	0	111,895	91,627	20,268	0	111,895	100.00%	11,189.50	-	0	0			
Insurance																			
Fidelity Bond			0				0	0	0		0								
Workers Compensation			0				0	0	0		0								
Bodily Injury			0				0	0	0		0								
General Liability			25,000				25,000	10,849	14,151		25,000								
Other-Specify			0				0	0	0		0								
Insurance Subtotal	0		25,000	0	0	0	25,000	10,849	14,151	0	25,000	100.00%	2,500.00	-	0	0			
Total Non-Instruction	60.2%	6	1,249,255	0	0	0	1,249,255	621,766	627,489	0	1,249,255	100.00%	124,925.50	-	0	0			
GRAND TOTALS	100.0%	17	2,075,183	0	0	0	2,075,183	990,609	1,084,574	0	2,075,183	100.00%	207,518.30	-	0	0			

Col D Grand Total must = Cell E12 2,075,183
 Col E Grand Total must = Cell F12 0

RECONCILIATION

Total Instruction	39.8%	I73	825,928
Total Non-Instruction	60.2%	I135	1,249,255
GRAND TOTALS	100.0%	I138	2,075,183

	Col D	Col E	Total FY20 Contract Payments
FY22 Approved Budget Amount	2,075,183	0	2,075,183
MPS Teacher	0	0	0
Admin Fee	(46,277)	0	(46,277)
FY22 Net Contract Payments	2,028,906	0	2,028,906

A	B	C	D	E	F	G	I	K	L	M	N	O	P	Q	R	S	T																																																					
FY22 Partnership Budget & Expenditures Form APPENDIX F: FY22 Annual Budget - MPS Funds Only							FY22 Partnership Budget & Expenditures Form APPENDIX G: FY22 Revised Annual Budget vs Actual Expenditures Including: Annual Variance Calculation and Annual Reporting Requirements																																																															
School Name - Partnership (click drop down below): Grandview/Seeds of Health - AR							Please check one of the boxes below: <input type="checkbox"/> Board Approved and Carryover Budget Admin Fee 2.23% <input checked="" type="checkbox"/> Revisions & Adjustments to Budget MPS Teacher																																																															
Date Prepared: 2/8/22							Please check one of the boxes below: <input checked="" type="checkbox"/> Semi-Annual Expenditures Report as of 12/31/21 <input type="checkbox"/> Annual Expenditures & Variance Calculation & Reporting Requirements as of 6/30/22																																																															
<table border="1"> <tr> <td>430</td> <td></td> <td></td> <td></td> <td>Original Budget Amount = col D Grand Total</td> <td>Adjusted Budget Amount = Col E Grand Total</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>\$9,607.33</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>FY22 Pupil Count (FTE's)</td> <td>216.0</td> <td>216.0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>FY22 Approved Budget Amount</td> <td>\$2,075,183.28</td> <td>\$0.00</td> </tr> </table>							430				Original Budget Amount = col D Grand Total	Adjusted Budget Amount = Col E Grand Total						\$9,607.33							FY22 Pupil Count (FTE's)	216.0	216.0					FY22 Approved Budget Amount	\$2,075,183.28	\$0.00	<table border="1"> <thead> <tr> <th colspan="5">MPS Funds Only</th> <th colspan="3">Annual Variance Calculation of Category Subtotals</th> <th colspan="2">Annual Reporting Requirements</th> </tr> <tr> <th colspan="2">Semi-Annual</th> <th colspan="3">Annual</th> <th rowspan="2">Major Budget Category Variance (Unfavorable)</th> <th rowspan="2">10% of Total Budget/ Revised Bud</th> <th rowspan="2">(Unfavorable) Amount Requiring Prior Written Approval</th> <th rowspan="2">FY21 Carryover Budget (from prior year Appen F, Col F)</th> <th rowspan="2">FY21 Carryover Expenditures (12 months 6/30/2022 Amt. in Col M)</th> </tr> <tr> <th>Actual Expenditures 6 months 12/31/21</th> <th>Remaining Budget Balance 12/31/21</th> <th>Actual Expenditures 12 months 06/30/22</th> <th>Surplus (Deficit) Budget Balance 06/30/22</th> <th>FY21 Carryover Requested Amount (To use in FY22)</th> </tr> </thead> </table>											MPS Funds Only					Annual Variance Calculation of Category Subtotals			Annual Reporting Requirements		Semi-Annual		Annual			Major Budget Category Variance (Unfavorable)	10% of Total Budget/ Revised Bud	(Unfavorable) Amount Requiring Prior Written Approval	FY21 Carryover Budget (from prior year Appen F, Col F)	FY21 Carryover Expenditures (12 months 6/30/2022 Amt. in Col M)	Actual Expenditures 6 months 12/31/21	Remaining Budget Balance 12/31/21	Actual Expenditures 12 months 06/30/22	Surplus (Deficit) Budget Balance 06/30/22	FY21 Carryover Requested Amount (To use in FY22)
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Notes: 1) Do not input data in shaded cells. 2) E-mail: To.....Ashley Hughes (hughesaa@milwaukee.k12.wi.us), Cc.....Bridget Schock (schockbx@milwaukee.k12.wi.us)																																																																						

Appendix G: MPS Administrative Policy 8.14 Truancy

Link to Administrative Policy 8.14 Truancy

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-08/Administrative_Policy_8_14.pdf

Appendix H: MPS Administrative Policy 9.09, Visitors to the School

Link to Administrative Policy 9.09, Visitors to the School

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-09/Administrative_Policy_09_091.pdf

Appendix I: Contractor Request for Funds

Link to Contractor Request for Funds

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix J: Contractor Compliance Checklist

Link to Contractor Compliance Checklist

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix K: MPS Administrative Policy 7.38, Balanced Assessment Systems

Link to MPS Administrative Policy 7.38, Balanced Assessment Systems

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-07/Administrative_Policy_07_38.pdf

Appendix L: Contract Review Recommendation Checklist

Link to Contract Review Recommendation Checklist

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>

Appendix M: MPS Administrative Policy 6.34, Staff Internet Safety Acceptable Use Policy (AUP)

Link to MPS Administrative Policy 6.34, Staff Internet Safety Acceptable Use Policy (AUP)

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-06/Administrative_Policy_06_34.pdf

Appendix N: MPS Administrative Policy 8.48, Student Internet Safety Acceptable Use Policy (AUP)

Link to MPS Administrative Policy 8.48, Student Internet Safety Acceptable Use Policy (AUP)

https://mps.milwaukee.k12.wi.us/MPS-English/OBG/Clerk-Services/MPS-Rules-and-Policies/Administrative-Policies/Chapter-08/Administrative_Policy_08_48.pdf

Appendix O: Title I Guidelines and Forms

Link to Title I Guidelines and Forms

<https://mps.milwaukee.k12.wi.us/en/Programs/Contracted-School-Services/Information-for-Existing-Schools.htm>