

**CHARTER PETITION
FOR THE TERM July 1, 2020 – June 30, 2025**

Gorman Learning Center
A California Public Charter School

Petition for Renewal Submitted: November 12, 2019

Submitted to the Gorman Joint School District



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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Denise Burchett, hereby certify that the information submitted in this petition for a California public charter school to be named Gorman Learning Center (“GLC” or the “Charter School”), operated by Gorman Learning Charter Network, Inc., and authorized by the Gorman Joint School District (“GJSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, GLC will follow any and all federal, state, and local laws and regulations that apply to GLC, including but not limited to:

- GLC shall 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)]
- Gorman Learning Charter Network, Inc. declares that it shall be deemed the exclusive public school employer of the employees of GLC for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- GLC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GLC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GLC shall admit all students who wish to attend GLC, unless GLC receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to GLC shall not be determined according to the place of residence of the student or his or her parents within the State. Preference shall be extended to pupils as required by Education Code Section 47605(d)(2)(B)(i)-(iv). These preferences include currently attending GLC and pupils who reside in the District except as provided for in Education Code Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (i) Each type of preference shall be approved by the chartering authority at a public hearing; (ii) Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200; (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation; and (iv) In accordance with Education Code Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. In the event

Commented [JAR1]: We typically do not include this in the Affirmation, but do not object to keeping it in.

of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of GLC in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- GLC shall 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- GLC shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- GLC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- GLC shall ensure that teachers in GLC hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- GLC shall at all times maintain all necessary and appropriate insurance coverage.
- GLC shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves GLC without graduating or completing the school year for any reason, GLC shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- GLC shall maintain accurate and contemporaneous written records that document all

student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- GLC shall, on a regular basis, consult with its parents and teachers regarding GLC's education programs. [Ref. Education Code Section 47605(c)]
- GLC shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- GLC shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- GLC shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- GLC shall comply with the Public Records Act.
- GLC shall comply with the Family Educational Rights and Privacy Act.
- GLC shall comply with the Ralph M. Brown Act.
- GLC shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- GLC shall comply with the Political Reform Act.
- GLC shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- GLC shall comply with all laws applicable to its operation of a non-classroom based program, including but not limited to Education Code Sections 51745 *et seq.*, 47612.5 and applicable regulations.

Signature

Date

INTRODUCTION

This charter petition is respectfully submitted to the Board of Education for the Gorman Joint School District for the renewal of the charter for Gorman Learning Center, an independent study charter school designed to serve students in grades K-12 throughout Los Angeles County and adjacent counties.

Gorman Learning Charter Network, Inc. ("GLCN") is a nonprofit public benefit corporation that currently operates two charter schools under the GLCN Board of Directors – the other being Gorman Learning Center San Bernardino/Santa Clarita, which has been authorized by the Lucerne Valley Unified School District since July 1, 2018. .

We have a long, solid history of providing an excellent education to the families we serve. Our goal is to support families who choose the educational model of "Personalized Learning."

Personalized Learning

On July 12, 2004, the Personalized Learning Educational Model was officially recognized by a Resolution of the California State Senate:

Resolved by the Senate of the State of California, that the Senate of the State of California commends personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully; and be it further.

The personalized learning model is uniquely tailored to fit each individual student's style of learning. This model offers a choice within the California public education system for those students who need an alternative learning model to succeed.

At GLC, we provide each student with a personalized learning plan ("PLP") that will be tailored to each student's needs, goals, interests, and learning style. We value the importance of collaborative relationships between our students, parents, teachers, and school community.

Resource Center Supplemental Instruction

Gorman Learning Charter Network has found great value in the utilization of regional Resource Centers to provide support and additional resources to students. As part of each student's personalized learning plan, they may opt to receive supplemental instruction by specialized staff via weekly or bi-weekly group instruction led by Resource Center Facilitators for all grade levels in math, language arts, social studies, science, and many electives.

Antelope Valley Resource Center (AVRC) was established during the 2008-2009 school year. In the years since then, the AVRC has experienced steady growth. The AVRC was created to support families as they navigate the world of independent study. The AVRC provides

educational assistance and possibilities for student interaction. The AVRC offers a variety of supplemental workshops ranging from one-day-per-week elementary group workshops to two0days-per-week higher level workshops; including a-g approved high school workshops. Elective offerings include CTE Band, Sound/Lighting, Film and Theater; art, Spanish, photography, computer electives, dance, college prep, chess, ping pong, gardening, home economics, music, guitar, piano, sewing, STEAM, theater, tutoring, and voice. The AVRC offers Special Events such as: Parent Training Workshops, festivals, performances, dances and family gatherings throughout the school year.

Virtual Resource Center

The Virtual Resource Center (VRC) is in its 3rd year. It began with CTE courses in the first year, and then expanded to include a-g Courses in its 2nd year. During our current school year (2019-2020), the VRC provides elementary courses in addition to Direct Instruction and AP courses. The center serves 565 students. The VRC offers courses online in an effort to provide classes to students who, due to geographic location or lack of transportation, may be unable to attend an existing resource center. The VRC utilizes Canvas, which is a program used by most of the community colleges, private colleges and many of the UC colleges in California. Using Canvas helps our students to be college ready. All VRC teachers are credentialed. The VRC currently offers six types of classes. The first, is Pearson content classes. This gives our students access to the online components for their textbooks in science (Grades 4-8) and English (Grades 6-12), Social Studies (4-8), Chemistry, World History, and US History. This enrichment opportunity provides them with a platform in which to partake in Interactive Science Experiments, watch videos, hear audio, and many other interactive features in English and science including have the text read to them. The second type of course is the a-g one hour interactive session needed for a-g credit. The third type of course are the CTE classes. The fourth type of course is the AP courses. The fifth type of course is the full course, which offers more content support in the sciences including labs (Earth, Biology and Chemistry), and social studies (US History and Government/Economics). The 6th type of course is Direct Instruction. This type of course is completely stand alone, with a secondary credentialed teacher teaching the content, grading, and assisting students with the material. All classes are taught through online instruction and video conferencing with their teacher and classmates.

Community Support

GLC plans to offer a unique type of learning environment and a personalized learning experience. Our school can be a great support to those students who need a different educational plan or whose parents find they prefer to choose the type of education their students will receive.

We want to partner with our local school districts to support those families who are looking for a different educational model.

Accomplishments of Gorman Learning Center

- Since our initial authorization by Gorman Joint Unified School District on February 9, 2000, we have been approved for charter renewal three additional times for five-year terms.
- We have also been fully accredited by the Western Association of Schools and Colleges (“WASC”) since and through 2023.
- GLC was granted a 6 year accreditation in 2017, with a mid-cycle two day visit coming up next year.

- Granted 100% state funding by the State Board of Education for 4 years on the SB 740 Funding Determination.
- Clean financial audits for the last 10 years.
- Educational Units have been increased per student.
- Resource Center classes have been changed to workshops.
- CTE in its 3rd year.
- Virtual Resource Center added new classes.
- Two new in-house AP courses added.
- Academic Coaches for Title 1 students.

Commented [JAR2]: Does this apply to GLC?

Commented [DB3R2]: SBSC was approved for the initial accreditation through June 30, 2022.

Our greatest achievements are those of our amazing students:

- A student who consistently took first place in summer races for the age group of 12 and under.
- A student has services for SPED, Foster, and E. This student came in at a First grade level in 4th grade. Now at 8th grade she is at grade level in math and 5th grade in ELA.
- A student with a 504 plan, and is a professional competitive bicyclist, is competing in Europe this year.
- A SPED student who is autistic graduated from 8th grade in our school and has successfully integrated into the local high school.
- A student who is starting a pre-vet program and will graduate early.
- A student who received a month long invitation to the New York Ballet School.
- A student who earned a near perfect score on the CAASPP tests.
- A 4th grade figure skater who competes nationally.
- A student who came to us failing classes, behind in HS, recovered credits, grew GPA to 3.5, graduated out of SPED

Past Graduates:

- A student who graduated mid-year, authored a fictional book and gave credit to “all those writing prompts”.
- A student who was able to pursue his dream of becoming a musician, singer, and songwriter. He now has original songs available on Spotify, Apple Music, Google Play, etc.
- A student who was accepted into the New York Film Academy.

- A student who was accepted into Concordia University as a Graphic Design major on a Handbell Choir scholarship.
- A student who attends The Musicians Institute.
- A student who scored so well on his Armed Services Vocational Aptitude Battery (ASVAB) that this student was offered a position that only accepts 5 applicants a year in the military.
- A student who graduated 1 year early and joined the Airforce.
- A student who is graduating from college with a degree in accounting.
- A student who is a member of the US 2019 Olympic Halfpipe Team and the US National Snowboarding Team.

Graduation Rates:

2013-2014: 71.2%
 2014-2015: 81.8%
 2015-2016: 84%
 2016-17: 84.0%
 2017-18: 86.1%
 2018-19: TBA

Commented [WKS4]: Please update, and make specific to GLC.

The four-year cohort graduation rate is calculated by dividing the number of students in the four-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, or have passed the California High School Proficiency Exam (“CHSPE”) by the number of students who form the adjusted cohort for that graduating class.

However, students from the cohort who (1) pass the General Education Development (“GED”) test, (2) complete requirements necessary to obtain a special education certificate of completion, or (3) remain enrolled in the 912 instructional system without a high school diploma are not included in calculations for either the cohort graduation or cohort dropout rates. Thus, the cohort graduation rate and the cohort dropout rate will not always sum to 100%.

As indicated above, Gorman Learning Charter Network has increased the percentage of students who are graduating from high school.

Enrollment Growth:

According to the P2 reports that are submitted to the CDE in April every year, the totals are:

2015-2016: 2275.02
 2016-2017: 2420.47
 2017-2018: 2558.64
 2018-2019: 1,298.22 *This is the year we split into 2 schools

Commented [WKS5]: Please update, and make specific to GLC.

Charter Renewal Criteria

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

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: "For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: "When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any."

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that Gorman Learning Center exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix I: CDE DataQuest Reports):

Commented [WKS6]: Please be sure to include these DataQuest reports in the Appendix – required as "evidence" of the academic data noted below – per the CA Code of Regs

Analysis of GLC Data (Education Code Section 52052(f))

GLC California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	36%	39%	37.11%	38.33%
	Math	19%	21%	19.74%	20.62%
Hispanic or Latino	ELA	31%	31%	27.01%	30.64%
	Math	13%	11%	9.75%	11.17%
African-American	ELA	31%	25%	29.78%	35.29%
	Math	7%	16%	10.64%	13.05%
Economically Disadvantaged	ELA	23%	26%	30.78%	31.21%
	Math	9%	10%	10.97%	15%
Students with Disabilities	ELA	14%	27%	12.2%	7.25%
	Math	13%	13%	7.69%	4.29%

Analysis of English Language Arts

Overall scores of GLC students meeting and exceeding standards has increased by over 1% from 2017-2018. Student subgroups show a significant increase for African American students and for Economically Disadvantaged. Hispanic or Latino show a slight decrease. Students with disabilities show a significant drop possibly due to a drastic increase of this subgroup.

Analysis of Math

Overall scores of GLC students meeting or exceeding standards has increased by a little under 1% from 2017-2018. Student subgroups show a significant increase for African American students and for Economically Disadvantaged. Hispanic or Latino show a slight decrease. Students with disabilities show a significant drop possibly due to a drastic increase of this subgroup.

Analysis of Internal Benchmark Tests (Data included in Appendices)

2018-2019 School year (SBSC was formed=change in student population)

Mathematics:

- Increase in overall student achievement. Percent of students at or above grade level went from 34% at window 1 to 48% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 38% at window 1 to 54% in window 3.
- All sub groups showed growth (Special Education, 504 accommodations, Student Study Team ELL, NSLP, Title 1, 3 year continually enrolled). 504 accommodations, Student Study Team, and NSLP subgroups had the greatest growth. 504 accommodation plan subgroup demonstrated a 27% increase in students achieving g at or above grade level, while NSLP had 24% and Student Study Team had a 22% increase.
- All student populations in each grade level demonstrated growth.

Commented [WKS7]: Education Code Section 52052(f) states: "... alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

As such, please include data to demonstrate these alternative measures to show increases in pupil academic achievement.

Commented [DB8R7]: Is this where I would include internal benchmark data?

Commented [WKS9R7]: Yes!

Reading:

- Increase in overall student achievement. Percent of students at or above grade level went from 47% at window 1 to 58% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 47% at window 1 to 56% in window 3.
- Most sub groups showed growth (Special Education, 504 accommodation plans, Student Study Teams, ELL, NSLP, Title 1, 3 year continually enrolled). ELL and 504 accommodation plan subgroups population had the greatest growth in academic achievement. Percent of students at or above grade level increase 21% in each group.
- All student populations in each grade level demonstrated growth.

2017-2018 School Year

Mathematics:

- Increase in overall student achievement. Percent of students at or above grade level went from 41% at window 1 to 53% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 36% at window 1 to 48% in window 3.
- Students who participated in the Redlands Resource Center had an increase in achievement. Percent of students at or above grade level went from 37% at window 1 to 47% in window 3.
- Students who participated in the Santa Clarita Resource Center had an increase in achievement. Percent of students at or above grade level went from 25% at window 1 to 29% in window 3.
- All sub groups showed growth (Special Education, ELL, NSLP, Title 1, 3 year continually enrolled, 504, NSLP). Significant growth was seen in the 504 accommodations and ELL subgroups.
- Most of the student populations in each grade level demonstrated growth

Reading:

- Increase in overall student achievement. Percent of students at or above grade level went from 53% at window 1 to 57% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 48% at window 1 to 55% in window 3.
- Students who participated in the Redlands Resource Center had an increase in achievement. Percent of students at or above grade level went from 50% at window 1 to 52% in window 3.
- Students who participated in the Santa Clarita Resource Center had an increase in achievement. Percent of students at or above grade level went from 62% at window 1 to 71% in window 3.

- All sub groups showed growth (Special Education, ELL, NSLP, Title 1, 3 year continually enrolled, 504, NSLP). Significant growth was seen in the EELL and K-5 3-year continually enrolled groups.
- Most of the student populations in each grade level demonstrated growth.

2016-2017 School Year

Mathematics:

- Increase in overall student achievement. Percent of students at or above grade level went from 40% at window 1 to 56% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 37% at window 1 to 50% in window 3.
- Students who participated in the Redlands Resource Center had an increase in achievement. Percent of students at or above grade level went from 34% at window 1 to 45% in window 3.
- Students who participated in the Santa Clarita Resource Center had an increase in achievement. Percent of students at or above grade level went from 50% at window 1 to 68% in window 3.
- All sub groups showed growth (Special Education, ELL, NSLP, Title 1, 3 year continually enrolled). Special Education population had the greatest growth in academic achievement. Percent of students at or above grade level went from 12% at window 1 to 38% in window 3. Students who were a year or more below grade level reduced by 18% of the caseload throughout the school year.
- Student populations in each grade level demonstrated growth.

Reading:

- Increase in overall student achievement. Percent of students at or above grade level went from 54% at window 1 to 61% in window 3.
- Students who participated in the Antelope Valley Resource Center had an increase in achievement. Percent of students at or above grade level went from 50% at window 1 to 55% in window 3.
- Students who participated in the Santa Clarita Resource Center had an increase in achievement. Percent of students at or above grade level went from 58% at window 1 to 74% in window 3.
- Most sub groups showed growth (Special Education, ELL, NSLP, Title 1, 3 year continually enrolled). ELL population had the greatest growth in academic achievement. Percent of students at or above grade level went from 27% at window 1 to 59% in window 3. Students who were a year or more below grade level reduced by 19% of the caseload throughout the school year.
- Student populations in each grade level demonstrated growth.

2015-2016 School Year

Mathematics:

- Student subgroup in each grade level demonstrated growth in most areas of mathematics.

Reading:

- Student subgroup in each grade level demonstrated growth in all areas of reading.

Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

In the tables below you will find data comparing GLC students academic progress to that of the school districts where our students would otherwise attend. The comparison schools were chosen based on a significant number of students who live in that district by zip code.

The data demonstrates that the academic performance of GLC is "at least equal to the academic performance" of the public schools that the charter school pupils would otherwise have been required to attend.

Comparison Schools That GLC Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018
Antelope Valley Union	ELA	47	45	44.35	38.74
	Math	17	16	14.66	13.57
Eastside Union	ELA	18	23	23.00	24.73
	Math	13	15	14.08	13.65
S. Kern Unified	ELA	24	27	28.45	29.05
	Math	18	18	17.06	14.48
Palmdale Elementary	ELA	30	31	28.27	30.01
	Math	19	20	19.75	19.62

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Gorman Elementary	ELA	26%	40%	44.44%	40.39%
	Math	15%	26%	34.92%	21.15%

Commented [WKS10]: Please use this section to insert an analysis demonstrating the Charter School meets the #3 renewal criteria. If GLC can provide the schools that GLC students would otherwise attend, we can enter the data.

Please ensure that this data/analysis accomplishes all of the following in order to meet the (b)(4) renewal criteria. Assuming so, it might be helpful to add a short overview/analysis of the data here as well in the body of the charter.

1. Need to identify (and provide data on how they were identified) two groups of comparison schools:
 - a. The public schools that charter school students would otherwise be required to attend (home attendance area schools); and
 - b. The public schools in the District that are demographically similar to the charter school (e.g., racial/ethnic balance, ELs, special needs, susp/exp rates, high at-risk, etc. – you pick!).
2. Need to demonstrate, compared to the comparison schools, that the charter school's academic performance is "at least equal to" the comparison schools' academic performance.
 - a. Use all publicly available/verifiable data – CAASPP and CA School Dashboard data, etc.

Remember that according to Ed Code 47607(b)(4), the authorizer makes the determination of whether a charter school meets the (b)(4) criteria "based upon all of the following:

- (i) Documented and clear and convincing data.
- (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools.
- (iii) Information submitted by the charter school.
- (C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.
- (D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph."

Comparison Charter Schools That Are Similar To Our Model.

This table compares GLC students academic progress to similar charter schools that are like our model.

School	Schoolwide Assessment	2015	2016	2017	2018
iLead Lancaster	ELA	16	25	21.76	18.65
	Math	8	12	8.52	8.72
Desert Sands	ELA	23	20	26.48	31.74
	Math	1	1	1.42	3.64
Inspire	ELA	42	40	41.78	42.58
	Math	28	24	23.17	22.69
Guidance	ELA	21	27	30.16	27.03
	Math	10	12	11.34	10.37

A. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

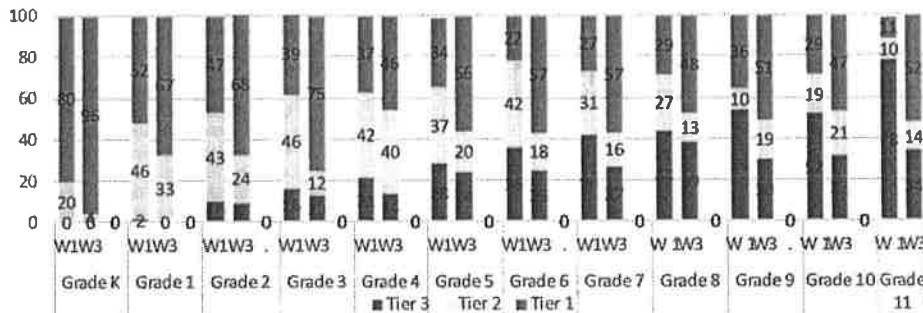
Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Internal Assessment Data

2018-19 iReady shows all grades are showing growth between iReady testing windows 1 and 3, with an increasing percentage of students moving into tier 1.

GLC Reading by Grade



Commented [WKS11]: The District will be most interested in numerically significant subgroup data that demonstrates growth, which is the additional renewal criteria under Education Code Section 47607(a)(3)(A) which the District must consider as “the most important factor in determining whether to grant” the renewal.

“Numerically Significant Subgroup” is defined as one that consists of at least 30 pupils, each of whom has a valid test score; or for pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (EC 52052(a)(3).)

This can include all available testing data from past years, recent CAASPP/SBAC data, as well as internal assessment data.

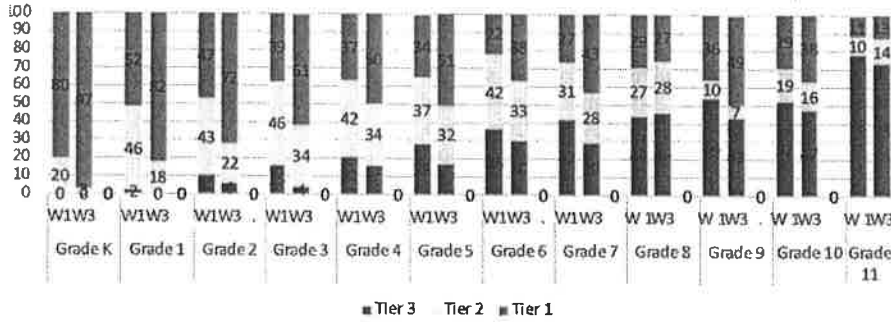
Further, there is yet another data point you could add to this section, which I highly recommend: an LCAP analysis (progress so far in meeting outcomes and goals, etc.), etc.) and/or an overview of the prior charter’s MPOs with an analysis of how the Charter School met or approached those MPOs over the prior charter term.

Commented [DB12R11]:

Commented [DB13R11]: Is this different from the subgroup data in #1

Commented [WKS14R11]: Yes – if you have other assessment data that is positive.

GLC Math by Grade



English Learner Progress-Comparison to other districts and charter schools

The school is outperforming its comparison schools on the percentage of English learners who are at level 4 and considered well developed.

EL Progress 2018	Level 4- Well Developed
Gorman Learning Center	35.10%
S. Kern Unified	34.1 %
Palmdale Elementary	28.10%
Westside Union Elementary	33.2 %
Eastside Union Elementary	26.3 %
Antelope Valley Union	22.80%
Guidance Charter	29.2 %
iLEAD Lancaster	24.4 %
Desert Sands	21.7 %
Inspire LA	40

Development Team

Commented [JAR15]: Please updated as needed.

Denice Burchett has 20 years of experience in charter schools and as an educator. In her role at Gorman Learning Charter Network, she has served in many capacities. She was hired in 1999 as a Personalized Learning Teacher. Since then, she has served in other administrator roles such as, Educational Resource Advisor, Director of Instruction, and Director of Academics. She was hired as the Executive Director in 2014. Denice attended California State University San Bernardino. She holds a bachelor's degree in Sociology and a master's degree in Educational Administration. She has a Multiple Subject Teaching Credential. She has completed the Curriculum & Instructional Leaders Academy with ("ACSA") Association of California School Administrators and serves on the APLUS+ Advisory Council. She recently attended the Marshall School of Business at the University of Southern California's taking a course in Leadership.

Truth Z. Neube is a result-oriented professional with over 10 years of experience in the accounting and auditing industry. He possesses a Bachelor of Science degree in Accounting with a minor in Finance as well as a Master of Business Administration Degree. He is currently serving GLCN as the Chief Business Officer, where some of his responsibilities include, but are not limited to organizing, administering, directing, and coordinating the business and facilities functions. It is worth mentioning that he recently successfully completed the Chief Business Officer ("CBO") Certification from the Charter Schools Development Center ("CSDC") Chief Business Officer Training Program. In the beginning of his career, Truth began as a staff auditor, and worked his way up to a supervisory role where he was in charge of audit engagements. His documentation and evaluation of internal controls, processes and key accounting cycles to assess risk, resulted in process improvement for his clients and compliance with GAAP and other Federal and State compliances. Truth's professionalism and personal skills have greatly contributed to the overall success of the organizations he has worked for including GLCN where he is instrumental in ensuring the organization stays fiscally responsible and solvent.

Steven Alva has 20 years of experience working in the field of Special Education. He has fulfilled a variety of different roles including department chair, union representative, education specialist, program specialist, director, consultant and adjunct professor. He currently serves as the Director of Special Education at Gorman Learning Charter Network, primarily responsible for leading the department to ensure our students with special education needs receive the quality education they deserve. Steven attended Vanguard University and holds a bachelor's degree in Ministry and Leadership Development. He also attended Azusa Pacific University where he earned two master's degrees in Special Education and Educational Leadership with an emphasis in Educational Technology. Steven is currently enrolled at National University working towards his doctorate in Educational Leadership. He has an Educational Specialist Mild/Moderate teaching credential and preliminary Administrative credential, both from the state of California.

Tamara Campbell has over 23 years of service in the field of Public Education. Presently, she serves the Gorman Learning Charter Network Community, as the Director of Educational Services. In her current position Tamara's responsibilities include District CAASPP Coordinator, AP Coordinator, District Liaison for Foster Youth and Homeless, and development of specialized programs in order to support student progress. Tamara has been a team member of GLCN for the last 19 years. Some of the positions she has served in are: Personalized Learning Teacher, Writing Specialist, Mentor, Educational Resource Administrator, Testing Coordinator, WASC Team Member, Budget Committee Member, and Teacher Board Representative. Tamara obtained her Bachelors of Arts in Behavior Science from California Polytechnic University, Pomona, where she later completed her graduate studies in Education with an Emphasis in Educational Leadership, including her Administrative Services Credential. She also maintains a California K-12 Clear Multiple Subject Credential. Tamara has joined the GLCN Development Team in order to support all stakeholders in the growth of an educational model she deeply believes in. She is passionate about equity for all students and promoting an alternative learning environment for students to learn, that allows students to be engaged in their own education.

Adam Cornish started out at Gorman Learning Charter Network as a warehouse worker in 2004. Since that time, he has been a Public Information officer, Personalized Learning Teacher, Resource Center Facilitator, and coordinator of multiple programs and processes including Title I tutoring, WASC accreditation, and the LCAP. He is now the Academic Support Coordinator, where he provides administrative support to curriculum development, Tier 2 intervention, CTE, and Vendor Course Instruction. He earned his Bachelor's Degree in English and Single Subject Teaching Credential from the University of Redlands. Adam's passion is working to improve student writing skills, and he continues to spend two hours every week facilitating the Redlands Resource Center Writer's Workshop.

Tisha Clark

Tisha Clark has worked for Gorman for over 12 years and in the education field for over 25 years. She graduated from UC San Diego and obtained her teaching credential from Chapman University. Tisha has worked in various capacities during her career including: tutor, teacher assistant, classroom teacher, mentor teacher, Personalized Learning Teacher, test site coordinator, CTI Reflective Coach (helping new teachers clear their credentials), and currently as a Regional Director for Antelope Valley. She has been part of the Budget and Salary Committees, along with the WASC Leadership Team. As a Regional Director, she supervises over twenty Personalized Learning Teachers and oversees the Antelope Valley Resource Center that serves over 800 students. She also helps manage two budget departments, a Community Liaison, a High School Counselor, and a team of Mentor and Subject Expert Teachers. Tisha is dedicated to training and supporting teachers so that GLCN can continue to serve and provide for families looking for a viable and necessary alternative to the traditional school setting. She is part of this development team because she believes strongly in the goals and vision that GLCN has set forth as we strive to educate and prepare our students for life after high school.

ELEMENT 1: EDUCATIONAL PROGRAM DESCRIPTION

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

***Governing Law:** The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraph (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

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

1. School Purpose

a. Mission Statement

GLC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. It emphasizes individualized student learning plans driven by interest, innovation and flexibility.

It is the goal of GLC to encourage our students to be prepared and educated for the 21st century by becoming lifelong learners who are intrinsically self-motivated to learn, who have diverse, well-developed interests, who are competent and prepared for the transition into adulthood, and can understand and function at their full potential in the world around them. Adults who have received a GLC education have realized their own aptitudes, talents, or abilities, whether they be in the arts, sciences, or other areas. They have an overview of the history of mankind in all its diversity, an understanding of political processes, the ability to solve mathematical problems and to think scientifically, and the community and global perspective necessary to vote responsibly as citizens in a democratic society.

GLC’s parents, students, and Personalized Learning Teachers believe that the best learning occurs when:

- Curriculum and instruction methods are tailored to an individual student’s learning styles, and are founded on a standards-based instructional program, which includes, but is not limited to, the Common Core State Standards, the remaining California Content Standards, and the Next Generation Science Standards, English Language Development Standards (“ELD”) (collectively, the “State Standards”).
- Direct teaching is the foundation, with an emphasis on didactic, interactive and engaging activities.
- Academics are viewed as one aspect of an education; real life context-based learning is the best counterpart to core curriculum.
- Independent learning is enriched by tutoring, field trips, apprenticeships, technology, resource centers, and integrated projects to complement the curriculum.
- The entire community is a learning environment.
- Student interests are engaged.

Goals for students and parents of GLC include, but shall not be limited to, the following in order to enable students to become self-motivated, competent, and lifelong learners:

- Optimum learning will be achieved by fostering parent involvement and support.
- Students will be active participants in their personalized learning plan with the support of their parents and GLC staff.
- Staff and parents will foster intrinsic motivation.
- Students will achieve competency in basic academic skills, not as an end but as a tool to access complex learning.
- Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
- Students will recognize and use their strongest skills and abilities and improve in areas where they are deficient.

b. Vision Statement

GLC prepares students with the 21st century skills necessary for higher education and career readiness.

c. Motto

“BRINGING ACADEMIC EXCELLENCE HOME”

GLC is a personalized learning school that supports parent choice and engagement with the community. Our intent is to foster the innate curiosity of our students, teach them how to access knowledge and ultimately be in charge of their own educational program. In this model, the parent, student and teacher collaborate to develop an academically rigorous education plan for the student.

2. Target Student Population

GLC is open to all students in grades K-12. GLC specifically targets students who reside in Los Angeles County and adjacent counties who are seeking independent study, a non-traditional educational setting.

GLC does not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220, including immigration status.

GLC is dedicated to the development and improvement of support programs and an instructional platform for learning in the personalized learning model for all students.

As a Personalized Learning Public Charter School, GLC has found many different reasons for a parent or guardian to choose this model for their student(s). For example; there are students enrolled in our school who are in the entertainment field or pursuing professional sports. This model allows them to pursue their interests and benefit from flexible scheduling. GLC recently had a graduate participate in the 2018 Winter Olympics. The student qualified in the half-pipe snowboarding division.

GLC students come from diverse backgrounds and each of these families have specific reasons for choosing this type of school. For example, there is a parent who wants their children to learn and be fluent in their native language of German. These students are able to engage in a challenging and comprehensive curriculum and have time to learn and become fluent in German.

Students who come from economically disadvantaged families are provided with every resource available to help them succeed and obtain their high school diploma and college credits. Students who are higher achieving can take college courses concurrently.

This model is also a good educational choice for students who are facing challenges in school like bullying, illness, social anxieties, and disabilities. For example, a family with two students with severe social anxiety and stage fright, used the GLC personalized learning program to enroll their students in multiple Visual and Performing Arts courses. Over their two year tenure, these students are now performing, without anxiety, at competitions, local presentations, and even speaking in front of school board meetings. Our goal is to make students feel safe, cared for, and respected.

GLC will work closely with the parents, PLT, and support staff to ensure that the academic needs of all students are met, including all special populations/unduplicated pupils, included but not limited to:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency

3. Overview of Educational Program

Students who attend GLC are educated through a standards-based personalized learning academic plan, which may include resource center classes, community-based educational programs, or distance learning. Methods of study include supplemental learning projects, and objective based content area exploration. Parents who enroll their children in GLC, through enrollment and Master Agreements, accept primary responsibility for their children's education. GLC will support its students and parents with appropriate educational materials and a team of Personalized Learning Teachers and specialists. The GLC Personalized Learning Teachers and specialists shall advise and assist parents and students in all aspects of student education pursuant to relevant agreements.

Each minor student and at least one parent or guardian, with the assistance of GLC Personalized Learning Teachers and specialists, shall design, consistent with the State Standards and Charter School policies, appropriate curricula based upon the student's educational needs and objectives, and shall sign a master agreement with GLC that clearly describes the student's individual educational goals and curriculum for one year of the student's enrollment with GLC. The curricula shall describe the student's educational needs and objectives, the methods that will be used to achieve and measure progress towards and achievement of educational objectives, and if applicable, the credits the student will receive upon achievement of educational goals.

Though the structure of work time will vary according to Personalized Learning Teacher assessment of each student's needs and learning styles, it is expected that students will engage with academic material for four or more hours each school day to stay on track to complete their assigned work within the Learning Period. Each of these days typically begins with the parent and student establishing priorities and learning objectives based on the guidance the Personalized Learning Teacher has provided to them. The student then independently completes his or her assigned work—which may include reading, question and answer, activities, experiments, research and observation and creative work—and the parent checks for understanding, ensuring that daily goals have been met. On some days, engagement with the academic material may involve field trips or other activities designed to augment core curriculum. Students are encouraged to seek out opportunities in their community to deepen their learning.

For purposes of this Charter, the term "parent(s)" includes guardian(s) and legal caregiver(s) as defined in Education Code Section 48200, *et seq.* Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s), in compliance with any applicable legal restrictions. GLC students who are 18 years of age do not require parental participation in educational or admission contracts, or performance evaluations.

4. Description of the Educational Program

a. Independent Study Assurances

As an independent study program, Gorman Learning Center will comply with state laws relating to independent study as set forth in Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that GLC shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and GLC must file for a funding determination as a condition of funding. GLC shall maintain written contemporaneous records that document all student attendance.

An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

b. The Master Agreement

The Master Agreement that is signed by student and parent, as well as the Personalized Learning Teacher and all other persons who have direct responsibility for providing assistance to the student, will detail the application of course credit toward graduation and/or transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. See Appendix A.

c. Transitional Kindergarten

The transitional kindergarten (“TK”) program will operate as a two-year kindergarten program utilizing a modified kindergarten curriculum that is age and developmentally appropriate for the students enrolled. TK is open to students who will have their fifth birthday between September 2 and December 2. GLC shall follow all laws regarding TK pursuant to Education Code Section 48000.

d. High School and Core Subjects

High school includes grades 9-12, and within those high school grades, the Core Subject areas include English, Math, Science, and Social Studies.

e. College Co-Enrollment

Co-enrollment at a community college is permitted for students age 16 and older who are ready and able to handle college-level work and the college environment. Students under 16 years of age who are planning to apply for college courses will need a special student admittance form signed by the GLC High School Counselor. College co-enrollment is not required to meet educational or graduation requirements.

f. Instruction and Delivery

The students at Gorman Learning Center are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. Gorman Learning Center provides curriculum and aligned courses supported by Resource Center instruction aligned with the UC/ A-G requirements, which includes science wet labs, art classes, and music. Families are able to choose the curriculum and instructional approach that are not A-G aligned as well, making the program a personalized learning model.

Student work samples are included in monthly student records, with PLT feedback on engagement and subject mastery. With this in mind, PLTs assess and monitor the student's progress and amend or make changes to their Personalized Learning Plans to better support their learning path. PLTs create and monitor the student's monthly assignments and award grades where appropriate.

The students understand the standards/expected performance levels for each area of study. GLC uses assignment and work records, as well as an PLT-provided student binder to fulfill the understanding of the standards and expected performance levels for each area of study. With this in mind, students are held accountable with monthly meetings with the PLTs, where a discussion and observation of whether the student has mastered the skills and concepts from the month's assignments have been achieved. Students understand how the skills and concepts are interconnected to expected outcomes. In terms of student understanding of performance levels, benchmarks are provided three times a year, where assessments help guide instruction.

The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning. GLC uses differentiation throughout its program, as it is personalized for each student. The assignment and work records are used to monitor the effectiveness of the PLT offerings that the student is using. Collaboration between the student, parent, and PLT determine the type of resources and instructional approaches are being utilized. Curriculum is modified and amended as needed, according to the students' progress throughout the learning periods.

g. Curriculum

Curriculum is offered through numerous vendors and PLTs are familiarized with updated choices each school year through professional development days and/or email updates. Currently recommended box sets for TK- 5th grade and bundle sets for grades 6-12 are listed in the appendix.

Each recommended curriculum has a corresponding pacing guide in the school wide information system on the School Pathways platform. Work is assigned for each learning period from these pacing guides dependent on student ability, number of days in a learning period, and any assignments from other areas (resource center classes, tutoring, online classes, etc.). This is in keeping with personalizing student programs. AG assignments for compliance are clearly messaged for students on that track. Examples of these will be found in the appendix also.

The school adopts new materials for its preferred box set and bundle curriculum as needed to replace out of date curriculum. Preferred curriculum is standards-aligned. Personnel responsible for curriculum adoption include the Subject Expert Teachers for all high school content and the Curriculum Growth Group, an ad hoc committee of multi-subject credentialed Personalized

Learning Teachers for all K-8 content.

In addition to recommended box and bundled sets, there is a Catalog of Favorites for PLTs and parents for reference if the items in those sets are not meeting the needs or learning style of their individual students. It has lists, short summaries and web pages to visit when initially looking for other materials for TK-8 students.

If a high school student's curriculum choices are not from recommended core curriculum, there are materials that have lesson plans and assignments paced for several different texts in our school wide information systems. In addition, PLTs have access to the Subject Experts to aid in developing appropriate, Standard aligned assignments.

Curriculum choices are based on several factors that include the material being State Standards aligned (Common Core for English Language Arts ("ELA") and Math, Next Generation Science Standards for science), engaging for students, rigorous and adaptable to our independent model.

Assessments are helpful for determining the need of each student and are referenced to keep students progressing academically. Assessments include but are not limited to thrice yearly benchmarks for Language Arts and Math, California Assessment of Student Performance and Progress ("CAASPP"), chapter/lesson quizzes, unit tests, essays, projects and formative assessments held during learning period meetings with the PLT. Support staff is available to the PLTs regarding any response to intervention that may be needed, curricula changes that may better suit the student, EL staff and tutors, etc. Assessments are discussed and reviewed with parents throughout the year and used to monitor progress and suitability of each student's program.

Curriculum assigned to each student must meet the following criteria:

- 1) It must be Standards-Based;
- 2) It must be engaging for each student individually;
- 3) It must be cohesive and conceptually sound;
- 4) It must provide sufficient support materials/manipulatives for student's daily work;

i. English/Language Arts

Communication has been a key skill for humans of all eras, but is especially pertinent for our 21st Century learners. After building foundational skills in English/Language Arts, students will develop competency in reading, writing, listening and speaking through a variety of platforms that include print, digital and person-to-person. These essential skills are built into the student's daily assignments and monitored by PLTs, Resource Center Facilitators (RCFs), parents and a variety of state and school assessments. Exploring a wide variety of text, text types, and genres gives students opportunities for building content knowledge and engagement by connecting text to text, text to self and text to the world. Rigorous writing, as outlined in the Common Core State Standards, challenges students to progress in this crucial form of communication and prepares them for upper level assessments such as the AP, SAT or ACT exams or for co-enrolling with local community colleges. The English Learners ("EL") department is available to assist EL students to succeed as well as SPED staff are on hand to assist the PLT's in supporting their SPED students.

Commented [WKS16]: Please define abbreviation.

As a school of choice, we continue to build our UC a-g portfolio so that students are offered a variety of approved, rigorous courses that prepare them for University admission. UC a-g approved Honors courses are available for grade 10 and above.

Each grade level has recommend standards aligned curricula choices. Each high school grade level has a variety of curricula and courses available that have been UC a-g approved.

Approved a-g lists for the current year may be found in Appendix B.

Curriculum currently in use includes but is not limited to:

Phonics Instruction:

1. Before the Code, Explode the Code (both print and online)
2. Teach Your Child to Read in 100 Lessons
3. Right into Reading
4. All About Reading
5. Ordinary Parents Guide to Teaching Reading

Comprehension Instruction:

1. Right into Reading K- 3rd grade)
2. All About Reading (TK- 4th grade)
3. Journeys (2nd to 6th grade)
4. Comprehension Plus (1-6th grade)
5. Jane Ervin Comprehension Series (4th -8th grade)
6. My Perspectives (6th- 12th grades)
7. Novel studies

Language Instruction

1. Language Fundamentals (1-6th grade)
2. Journeys (K-6th grade –imbedded)
3. My Perspectives (6th- 12th grade)
4. Easy Grammar (3-high school)
5. Write Source series (grades 2- high school)
6. Growing with Grammar (grades 1-8)
7. Spectrum Language (grades 1-8)

Writing Instruction

1. Common Core Writing (Pearson, accompanies Journeys, grades 2-6th)
2. Four Square Writing Method (grades 3-9)
3. Writing with Ease (grades 1-4)
4. Writing with Skill (grades 5-11)
5. Winning with Writing (grades 1-8)
6. My Perspectives (grades 6-12)

Students who have the ability and desire are encouraged to co-enroll in community college courses

and/or AP online courses.

Standards are also supported by Resource Center classes and through tutoring and interaction with PLTs.

a) Schoolwide Student Writing Focus:

A variety of writing instructional methods are utilized throughout GLC's programs. Language arts lesson plans include structured, systematic instruction through the complete writing process, including modeling, prewriting, drafting, editing, publishing and presenting. Regular short and sustained writing activities are embedded throughout instruction. Practice in timed writing activities is incorporated as well. An important component of developing strong writing skills includes analyzing writing as well. Students evaluate and annotate published texts to identify and later emulate craft, structure, and stylistic elements. Students in grades 2-12 engage in writing projects/prompts that are submitted regularly to their PLT for constructive feedback. Prompts include a variety of genres, such as narrative, expository, argumentative, and descriptive. At our resource centers, writing workshops are held teaching the formal writing process. Students are trained in creating evidence-based responses to literature, using the Claim, Evidence, Explain model. Instruction in proper research techniques are taught as well. Students are taught to seek out credible sources, organize their material, incorporate citations, and avoid plagiarism. Rubric-based grading is often utilized so students know what they will be graded on prior to beginning writing. GLC also offers opportunities for additional writing instruction through online courses and vendor instruction. By utilizing a multi-layered approach to writing instruction, students have many opportunities to develop strong writing skills that prepare them to succeed in both college and career.

Writing Instruction

1. Common Core Writing (Pearson, accompanies Journeys, grades 2-6th)
2. Four Square Writing Method (grades 3-9)
3. Writing with Ease (grades 1-4)
4. Writing with Skill (grades 5-11)
5. Winning with Writing (grades 1-8)
6. My Perspectives (grades 6-12)
7. Resource Center classes and tutoring
8. Writing Programs/Projects (GLCN grades 1-12)

Online programs include but are not limited to:

1. Reading Eggs (primary)
2. ABC Mouse (primary)
3. Time4 Learning courses (elementary)
4. Edgenuity courses (high school)
5. Acellus courses (high school)

All ELA constructs including speaking and listening are supported by Resource Center classes and through tutoring and interaction with PLTs.

Students who have the ability and desire are encouraged to co-enroll in community college courses and/or AP online courses.

ii. History-Social Studies

History-Social Studies courses at all grade levels will be designed to develop an inquiry based, coherent study of subject concepts that improve reading comprehension and expository writing ability while promoting critical thinking skills that engage students in essential questions about the world in which they live and the past from which the present has developed. From project based menus in the primary grades to UC a-g approved courses in high school, students are encouraged to learn from the past and participate in the present. Online AP and Honors courses in several of the disciplines with an integrated Honors World History/Literature course at a center are some of the engaging courses students can choose to complete.

*Recommended materials and/or publishers include but are not limited to:

1. Core Skills (Houghton Mifflin Harcourt, grades 1-3rd)
2. Skill Sharpeners (TK-3rd)
3. Our California/Our Nation (Pearson grade 4-5)
4. Glencoe (7-12th grade)
5. Pearson (8-12th grade)
6. History Detective (grades 6-8)

*Recognizing that we are in an adoption year for this subject

Online programs include but are not limited to:

1. Time4 Learning courses (elementary)
2. Edgenuity courses (high school)
3. Acellus courses (high school)

All ELA constructs including speaking and listening are supported by Resource Center workshops and through tutoring and interaction with PLTs.

Students who have the ability and desire are encouraged to co-enroll in community college courses and/or AP online courses.

The GLCN English Language Courses for 6-12 cover the Common Core standards in-depth, including the Writing strand. Students using these courses are not simply instructed to write, but they receive actual writing instruction. Courses are embedded with direct instruction and parent-friendly rubrics to enable families to use them with ease and academic integrity.

iii. Math

At Gorman Learning Charter Network we strive to provide a rigorous yet flexible personalized learning mathematics program to our families, allowing them to consult with credentialed

educators at every level (administrative, counseling, and instructional) in order to find the “best fit” educationally for their child. This Best Fit may be textbook-based, online only, or utilizes a blended-learning model. Resource Centers are available to all students, providing a wide variety of support workshops and tutoring sessions to enhance their learning experience.

As we endeavor to find the best individual solution for each student, his/her curricular and instructional needs are determined using multiple measures. The most helpful forms of input are: parent/student interviews (what has been used in the past, and what has been the most engaging and instructive); CAASPP scores (or other standardized test results); internal benchmark evaluative exams; and PLT observations and recommendations.

Once student needs are determined, they are addressed with a variety of curriculum-instruction options.

Curriculum currently in use includes (but is not limited to):

- 1) Glencoe Mathematics
- 2) Pearson enVision
- 3) Math-U-See
- 4) Saxon Math
- 5) Aleks Math
- 6) CTC Math
- 7) Acellus
- 8) Math In Focus
- 9) Mathematical Reasoning by Critical Thinking Press

Supplemental programs/curriculum includes (but is not limited to):

- 1) ST Math
- 2) Edgenuity Intervention material
- 3) Resource Center Workshops
- 4) Keys to series

GLC’s PLTs are trained in the support of parents/guardians in the educational process. As curriculum is matched and assigned, support in various forms is provided. This includes manipulatives (both material and virtual), resource center classes, supplemental video support (Virtual Nerd, Khan Academy, etc.), and access to a Math “Highly Effective Teacher.” We also have on-staff a Mathematics Program Development Coordinator who consults with and advises both PLTs and parents in curricular needs and correct pedagogy.

At the end of each Learning Period (every 4-weeks), PLTs are informed in their decision-making process by the quality of student’s work and progress, and also in consulting with both the student and parents. This feedback is critical and allows them to evaluate student placement and services on a regular basis, further personalizing their learning path.

In addition to our textbook-based curriculum, online curriculum includes:

- 1) CTC Math - This is a K-through-Calculus online curriculum that provides immediate feedback on all work, allows students to print out summaries of instructions for each lesson,

and allows parents/teachers to print out extended worksheets. The teacher dashboard provides real-time updates on student progress towards mastery, and tools are available to reward students with badges and certificates: built-in motivators.

- 2) ST Math – Mind Research, the parent company for ST Math, designed this TK-through-12th grade puzzle-based program to supplement any full curriculum. It provides visual instruction that is conceptual and comprehensive with all foundational mathematics (through some geometry topics). It promotes mastery-learning, and has been identified by “Change the Equation” as one of only four STEAM programs ready to scale nationally.
- 3) Aleks Math – This program uses adaptive questioning to quickly and accurately determine a student’s level of comprehension on each learning objective, and then assigns student work based upon their comprehension
- 4) Accelerate Education – online mathematics courses for high school students, from Algebra 1 through Pre-Calculus
- 5) Odysseyware – Web-based courseware for Algebra 1 through Pre-Calculus
- 6) Time4Learning – Web-based courseware for TK up through Pre-Calculus

For college-bound high school students, curricular and support options are also provided by:

1. Edgenuity course (high school)
2. Acellus course (high school)
3. Dual enrollment through local community college
4. Odysseyware Academy (CTE courses)

iv. Science

By the Next Generation Science Standards, students are encouraged to use scientific inquiry, making real world connections and collaborate to deepen their understanding of science and make use of the knowledge and skills they are acquiring. All science courses have age appropriate wet labs embedded in them throughout the curricula. Middle school students cover Earth, Life and Physical sciences that engage them in both virtual and/or hands-on experiments. UC a-g approval is sought for core high school sciences including Earth Science, Biology, Chemistry, and Physics. The UC-a-g lab requirements are met through hands on classes offered at Resource Centers or through the use of in-home tutors and site based vendors. To increase flexibility for our families blended options and dual credit community college courses are available. Thorough assessments of student knowledge are done through projects, chapter tests, formative assessments, and quizzes. There are numerous non-UC a-g approved courses for students to pursue after meeting State required credits.

Commented [JAR17]: Please update

Curriculum currently in use includes (but is not limited to):

1. Houghton Mifflin Core Skills (grades 1-3)
2. Spectrum Science (grades 1-4)
3. Science Sharpeners (TK-3)
4. Daybook with Sciencesaurus (grades 4-8)
5. Interactive Science (Pearson, grades 3-8)
6. Glencoe Biology and Earth Science (high school)
7. Pearson Chemistry (high school)

8. Physics Principles and Problems (Glencoe, high school)

In addition, currently recommended science experiment kits include but are not limited to:

1. Science in a Nutshell (grade 1-8)
2. Home Science Adventure Kits (grades 3-6)
3. Magic School Bus kits (TK- 5th)
4. QSL for high school biology, earth, and chemistry

Online programs include but are not limited to:

1. Time4 Learning courses (elementary)
2. Edgenuity course (high school)
3. Acellus course (high school)

Students who have the ability and desire are encouraged to co-enroll in community college courses and/or AP online courses.

Standards are also supported by Resource Center workshops and through tutoring and interaction with PLTs.

v. Foreign Languages (Languages Other than English)

Gorman Learning Charter Network offers three full years of Spanish that are University of California "A-G" approved. Students have the option of choosing from a variety of texts and online options to fulfill the standards-aligned courses that meet UC requirements for admission. Engaging projects planned through each unit integrate speaking and listening components while providing assessment of student mastery. In addition to a-g approved Spanish courses, students may choose languages offered by Rosetta Stone for multiple years of instruction in a language of their choice. Interested students may continue their Foreign Language instruction by co-enrolling in their local community college. Inversely, students may begin UC-approved Spanish as early as grade seven.

Current curriculum in use includes but is not limited to:

1. Asi se Dice (7-12th grade)

Online programs include but are not limited to:

1. Rosetta Stone (6-12th grade)
2. Edgenuity course (high school)
3. Acellus course (high school)

Students who have the ability and desire are encouraged to co-enroll in community college courses and/or AP online courses.

Standards are also supported by Resource Center workshops and through tutoring and interaction with PLTs.

vi. General Electives

GLC offers electives both semester and yearlong in length so students may explore and build upon individual strengths and interests, which contribute to the development of a well-rounded education, leading to a more fully prepared 21st century citizen. Students are encouraged to work with their PLT to design a personalized learning plan to fill out their education. Several elective choices are UC a-g approved.

This is a non-exhaustive list of high school elective suggestions.

Work Experience (job)—including childcare:

Volunteer Work
ROP Courses (need approval)—through a school or community
Technology courses
Keyboarding (computer oriented)
Photography
Acting
Drafting
Floral Design
Fashion Design
Shop Classes (Auto/Wood)
Sewing
Accounting
Home Economics
Automotive
Career Courses
Culinary Arts
Apprenticeships
Internships

Practical Arts (Vocational): *This is not an exhaustive list*

Home Economics
Business
Automotive Technology
Psychology
Speech
Driver's Ed
Theater
Personal Finance
Music
Geography
Art
Creative Writing

Driver's Education: Driver's Education as an elective through GLC.

Two parts:

Text Book -- To earn High School Elective credit. In order to receive 5 credits, textbook work will need to be completed and submitted to PLT. No *Certificate of Completion* is awarded for the

textbook portion.

Outside Agency through a Gorman Vendor Course Instruction (VCI) –Student will receive a *Certificate of Completion* after finishing the online course. This allows the student eligibility to take the test at the DMV to earn a learner’s permit. The student will need to sign up with an outside agency for the “behind the wheel” training. Parents are responsible to pay fees with agency.

Commented [AA18]: Define abbreviation.

Math Electives:

Trigonometry
Pre-Calculus
Calculus
Statistics

Science Electives:

Human Anatomy
Physiology
Environmental Science
Marine Biology
Agricultural Science or Physics
Geology

English Electives:

Children’s Literature Composition
Journalism
Speech and Debate

Social Studies Electives:

Geography
European History
Western Civilization
Psychology
Sociology

A Third Year of the Foreign Language of Choice

vii. Visual and Performing Arts

Visual and Performing Arts defines the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. These Electives are to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts.

In order to ensure students have multiple opportunities for experiencing imagining, exploring and creating the five strands of an arts program (artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships and applications), many venues

for instruction are available. Online individual lessons, many expert vendors in a variety of locations, resource center classes, online courses, AP courses, community youth orchestras, art supplies, curricula and field trips are provided and encouraged at all grade levels. Theatrical productions where students fully participate in all areas of the production from set building, costuming, sound as well as acting, singing, staging, etc., are available through community youth theatrical vendors or some resource centers.

Fine Arts are also available across the grade levels and many UC a-g approved classes are offered online. Resource Centers host student art shows each year. Commercial art such as photography is available.

Instruction in many and varied musical instruments are available for all grade levels. Students are encouraged to work closely with their PLT to design a VAPA program that fits their interest and fulfills State Standards.

Visual and Performing Arts Elective Suggestions("VAPA"):

Music or Art Appreciation or History Courses

Art or Design

Drawing/Painting

Ballet/Dance

Band

Ceramics

Choir

Drama /Theater

Musical Instruments

Orchestra

Photography

Sculpting

Singing

Commented [JAR19]: Should this be combined with the below?

g. High School Guidance Department – Transferability of Courses

All high school students at GLC are assigned to a credentialed counselor. The school counselor is available daily through email or phone, and information is accessible 24/7 on the website with a link to schedule an in-person appointment.

Students meet the school counselor at orientation, in classroom settings, assemblies, and through PLT communication with students and their parents. Parents and students can call or email the counselor to schedule a one-on-one meeting to discuss college plans, career plans, academic struggles, and even to seek guidance on personal or social issues.

The school counselor also works closely with the PLTs to ensure that all students are on track to graduate on time with a four-year graduation plan. These plans are updated and changed every semester or year as the student progresses in school. These graduation plans are personalized to assist students in reaching their career or college goals. To assist the students, parents, and counselors in writing a graduation plan, the counseling department creates and updates annually a

list of Graduation Requirements which outlines what is necessary for graduation from GLC, college prep, and UC/CSU. It also includes eligibility of courses to meet UC/CSU entrance requirements. See attached Graduation Requirements in Appendix C.

During their planning session, students and their parents are advised of course transferability by their counselor. PLTs attend training annually on how best to advise high school students and their families when choosing their curriculum and courses at the beginning of the school year. Counselors are also available to PLTs when questions arise.

The counselor also works closely with the Special Education Department to personalize functional transition plans for students who are graduating, as well as walk students through career and life planning.

The guidance department issues work permits and transcripts, and signs concurrent enrollment forms and other requested forms.

All high school students will have access to rigorous a-g courses with 195 courses currently approved. Our counselors work closely with our subject expert teachers who make sure our course offerings are UC compliant. AP and honors courses are also available to our students.

GLC has a curriculum committee and team of Highly Effective Teachers who work to write curriculum and submit it for a-g status approval. We currently offer 270 a-g approved courses between our in-house and online selections. See attached list in Appendix B.

5. Annual Goals and Actions in the State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a description of GLC's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in paragraphs (2) to (8), inclusive, of Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

In accordance with Education Code Section 47606.5, GLC shall update the goals and annual actions each year to achieve those goals and its Local Control Accountability Plan ("LCAP") using the template adopted by the State Board of Education pursuant to Education Code Section 52064, which update shall include all of the items required pursuant to Education Code Section 47606.5.

6. Socioeconomically Disadvantaged Students

At GLC-SB/SC, we believe that equal access and equal opportunity for all students in all communities is important.

For students who are socioeconomically disadvantaged, we will ensure that they have equitable access to resources, materials, and learning opportunities that are the same for every student.

The personalized learning model puts the needs of the individual student first and provides each

student with an individual learning plan that is tailored to each student's needs, interests, aspirations and goals.

We believe it is important for ongoing collaborative relationships between our students, parents, teachers, school and community in creating the best learning plan possible for each student. With this in mind, we have identified this subgroup in our LCAP and plan to offer and support parents with trainings and workshops. Targeted support will be given to students as the needs are identified.

7. Student Study Team/Academically Low-Achieving Students

A. Overview and Purpose

The Student Study Team, or Student Success Team ("SST"), is a positive, team-oriented approach to assisting students with a wide range of concerns related to their school performance and experience. The purpose of the SST is to identify problems and intervene early in order to design a support system for students having difficulty in the general education setting.

Either a staff member or a parent can make a referral to start the SST process. The SST meeting provides everyone with an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's needs.

Follow-up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success. The Student Study Team is an efficient and effective way to bring together all resources in the best interest of helping students reach their potential.

B. Team Member Roles & Responsibilities

- SST 1: Personalized Learning Teacher, Parent, Area Senior Mentor, Student (if applicable), Response to Intervention action plan ("RtI"), RC Staff (Supervisor/Facilitators if appropriate).
- SST 2: PLT, Parent, Area Senior Mentor, Student (if applicable), RtI, RC Staff (Supervisor/Facilitators if appropriate) and Regional Administrator.
- SST 3: PLT, Parent, Area Senior Mentor, Student (if applicable), RtI, RC Staff (Supervisor/Facilitators if appropriate) and Regional Administrator and Program Specialist (or School Psychologist).

o PLT

- Before meeting:
 - Complete or assist referring party in the completion of SST Referral Form
 - Prep Meeting notes forms (SST 1, SST 2 or SST 3 as appropriate)
 - Inform parents (and students, if appropriate) of the SST process and the areas of concern.
 - Schedule meeting that is mutually agreeable for the other

- team members.
- During SST meeting:
 - Call meeting to order
 - Introduce team members
 - Review purpose of meeting
 - Summarize problem areas
 - Lead group in problem-solving effort
 - Allot specified amount of time per agenda item
 - Review academic progress as well as curriculum and interventions assigned to student
 - Record problem-solving process and complete the SST meeting notes
 - Note contributions made by all members
- After SST meeting:
 - Distribute copies of the SST meeting minutes to all SST meeting team members as well as to the Student Records department (a copy of SST meeting notes will remain in student's cumulative file.)
- Mentor Teacher
 - State concerns in observable and measurable terms
 - Focus on student involvement in the general education process
 - Suggest other available general education programs
 - Be prepared to state expected behavior – academic, attendance and/or social
 - Offer reasonable alternatives
 - Provide support to student, teacher, and parent
 - Collaborate with team to problem-solve solutions
- Parent / Student
 - Share perspective – developmental history, contributing factors, etc.
 - Clearly define student's strengths
 - Share interventions implemented in the home
 - Share student's concerns and perceptions
 - Share parent's concerns and perceptions
 - Collaborate with team to problem-solve solutions
- RC Staff
 - Share concerns related to student's performance at the RC
 - Share observations of student performance
 - Collaborate with team to problem-solve solutions
- RtI
 - Share student's benchmark data results and progress
 - Share information related to student interventions
 - Collaborate with team to problem-solve solutions
- Regional Administrator
 - Review academic profile, concerns and effectiveness of SST-

- designed interventions
 - Offer reasonable alternatives
 - Discuss GLC policies, procedures and expectations as appropriate
 - Focus on student involvement in the general education process
 - Suggest other available general education programs
 - Provide support to student, teacher, and parent
 - Collaborate with team to problem-solve solutions
- Program Specialists
 - Review academic profile, concerns and all SST-designed interventions
 - Share perspective from specialist's point of view
 - Apply curriculum modification expertise
 - Offer reasonable alternatives
 - Provide direction to team members in support of appropriate Special Education referral if necessary
 - Provide support to student, teacher, and parent
 - Collaborate with team to problem-solve solution

C. Student Study Team / Student Success Team Process

1. Requesting an SST Meeting

SST meeting requests can be made by the administrator, parent, or teacher or other instructional staff by filling out the SST Referral Form.

When an SST meeting is requested, the PLT will assist the referring party in completing the SST referral form (available on Teacher Tools) and submitting the SST referral form to appropriate Regional Administrator and Student Records for cumulative file.

2. Reviewing an SST Referral Form

Completed SST Referral Form is submitted to the Regional Administrator. Forms are reviewed for:

1. Completion – are all fields completed?
2. Attempted interventions and parent communication – what has the referring party tried to meet this student's need? Has the referring party communicated their concerns to parents?
3. Consistency of presenting concern(s) – is the student struggling in just one subject, or many? Are standardized test scores low in addition to class scores? Are named behavior issues persistent?

3. Determination and communication

If it is determined by the Regional Administrator that it is appropriate to refer the student to the SST process, the PLT will be notified to schedule the SST meeting. If it is determined by the

Regional Administrator that it is not appropriate to refer the student to the SST process at this time, the RA will communicate with the referring party and provide suggestions/next steps.

4. Scheduling the SST Meeting

1. When it has been determined by the RA that it is appropriate to refer the student to the SST process, the IST will: Contact SST meeting participants to schedule meeting
2. Complete SST meeting invitation (available on Teacher Tools)
3. Send SST meeting invitation to all SST members
4. Submit SST meeting invitation to Student Records for cumulative file

5. Preparing for the SST Meeting

Have ready:

- o SST Referral Form (completed)
- o Meeting Minutes Form with pre-meeting sections completed (the remaining sections of the form are to be completed during or immediately following the meeting)
- o Work samples
- o Current Assignment and Work Records (“AWR”) or other relevant assignment lists, including RC class assignment lists
- o Relevant assessments

6. Facilitating the SST Meeting

SST meeting is held to summarize concerns (including data collected), and to discuss and develop a RI with academic or behavioral interventions.

The meeting should include:

- o Introductions, purpose of the meeting
- o Discussion of strengths and specific concerns
- o Review of student’s present levels of performance
- o Review and discuss data (benchmarks, grades, teacher-made assessments, etc.)
- o Develop an action plan tailored to the concerns
- o Develop a plan for follow up within 6-8 weeks to review effectiveness of action plan.
- o Obtain signatures on the SST Meeting Minutes Form

7. Following Up after an SST Meeting

IST to:

- o Provide copies of SST Minutes Form to Student Records for cumulative file.
- o Follow up with those involved in the action plan.
- o Review student progress after 6-8 weeks to determine if another meeting is necessary.

8. Conducting the SST 2 and/or SST 3

Continue with the same SST process to discuss progress or other alternatives. If progress has been made, a 3rd SST may not be necessary. If no progress has been made after SST 2, move to SST 3.

D. Participant Engagement

Parents are an integral part of the SST process and bring a wealth of knowledge about their children that can help when strategizing about support services and interventions. It is important to ensure that the SST process is a positive experience for parents. Many parents may have had unsuccessful meetings with schools and may be hesitant or resistant to participate. It is important to keep these things in mind when talking with parents and encouraging them to participate.

*Parent(s) can include the following: custodial parent, foster parent and legal guardians
Best Practices for Parent Engagement:

Foster Respect and Courtesy

- Use a warm, inviting tone
- Assure parents that the SST meeting is not to condemn their child
- Let the parent know that they are valuable and an important part of the meeting team
- Have someone greet family and walk them to the SST meeting room if meetings are held at Resource Centers
- Be respectful and keep the SST environment friendly
- Engagement is a two way process. Allow parents to share their child(s) strengths, weaknesses and concerns with the group at the beginning of the meeting from their perspective
- Thank parent(s) for attending
- Get parent feedback on SST process. How did they feel? Was it a good experience for them? Did the parent(s) feel heard and supported?

Facilitate Meeting Participation

- Be flexible with scheduling; accommodate parents (Parents should always be included at SST meetings. Meetings should not take place if they are not available.)
- Present information about SST meeting to parent(s) in plain language
- Have translation services if needed
- Presentation of teacher's concerns should be presented in parent-friendly language

Support Ongoing Parent Involvement in SST Process

- Give parents the opportunity to clarify any questions and participate in the implementation of interventions developed by the SST team
- Interventions and support strategies should be focused around the improvement of the child's learning; that is the clear and consistent goal

- Provide parents with a copy of the action plan
- Follow-up with a phone call home to check in with parents after the meeting

8. Academically High-Achieving Students

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies.

The academic team which includes the student, parent, PLT and counselor, will collaborate to select the best courses to meet the student's individual academic needs.

The student will have the opportunity to take advanced courses using the many resources we have to offer. Some of these resources include: Advanced Placement Program access to approved advanced or honors online courses through online vendors and AP Courses through the Virtual Resource Center by AP Teachers (Appendix I), concurrent enrollment course offered at the community college, UC courses at our resource centers and high school counselors who are knowledgeable in all these areas.

9. Foster Youth and Homeless

GLC will ensure that foster youth and homeless students have access to the same free, appropriate public education, as provided to other children and youths. GLC will designate for the Charter School, a Foster Youth Liaison and Homeless Liaison that will:

- Ensure Proper School Placement, Enrollment and Checkout from School
- To Assist with the Transfer of Grades, Credits and Records when Youth Transfer Schools
- To Complete School Record Transfers Within 2 Business Days

Commented [JAR20]: Please note highlight

Foster Youth

GLC will develop and maintain policies and procedures, pursuant to applicable state law, to provide appropriate support and resources to all Foster Youth, including but not limited to the:

- Right to Remain in their School of Origin
- Right to Immediate Enrollment in School
- Right to Partial Credits for High School Students
- Graduation Rights
- School Discipline Rights
- Right to School Records

Homeless Students

GLC will meet all applicable legal requirements under state and federal laws to remove barriers, to provide information and referrals to resources for homeless children. The charter will protect the rights of homeless youth to enroll, attend, participate fully, and succeed in school through ensuring:

- School stability and continuity
- Access to resource classes and programs
- Academic success through technology and other educational resources
- Child-centered, best-interest decision making

10. English Learners

GLC English Learners (“EL”) and families will receive support services according to their unique needs to ensure that the instructional programs are comprehensive, coherent and aligned with State Standards. GLC’s EL Program is evidenced based and will be evaluated regularly for effectiveness and provides supportive measures for English Language Development and language acquisition along with fostering biliteracy preparedness for the 21st Century.

GLC will meet all applicable legal requirements for ELs, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. GLC will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

This multi-layered support system in place consists of the parent, the teacher of record or PLT, English Language Development Teacher (ELD), and other support staff which provide support to each English Learner with specific and personalized plans that address the level of proficiency to each student. Support and delivery of the ELD standards are provided based on evidence to where the student is instructionally proficient. This occurs through a partnership between the parent, the student, PLT, ELD Teacher, and support staff using personalized curriculum for each student’s needs. The ELD curriculum may vary depending on the student’s proficiency, and where necessary the instruction is through an online curriculum or by the ELD Teacher.

The goal of the EL Program at GLC is to ensure that all English Learners have access to core curriculum and ELD in order to promote the acquisition of high levels of English language proficiency in addition to support EL students in their progress through the core curriculum.

a. Home Language Survey

GLC will administer the home language survey upon a student’s initial enrollment and registration into GLC:

All parents or guardians enrolling a student in GLC will complete a student application, which includes a Home Language Survey (“HLS”), at enrollment. This is used to determine the primary language of the student.

Although parents/guardians of students transferring from a California public school will fill out the Home Language Survey, the only HLS that is considered is the first completed by the parent at the time of initial enrollment in a California public school. While GLC is waiting to receive the cumulative records from a previous district, California Longitudinal Pupil Achievement Data System (“CALPADS”) will be checked to determine the student's language status as determined by the originating district.

b. English Language Proficiency Assessments for California (“ELPAC”)

All students who indicate that their home language is other than English on the HLS will be given the ELPAC assessment. The results of these assessments assist GLC in determining the English Language Proficiency (“ELP”) of the student.

The ELPAC is California’s new computer-based assessment that is used to determine the English proficiency of students whose primary language is other than English. The ELPAC is replacing the California English Language Development Test (“CELDT”) and is aligned with the 2012 California English Language Development Standards. The ELPAC assesses four domains: Listening, Speaking, Reading, and Writing. All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- **Initial Assessment (“IA”)**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered to Grades K-12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows throughout the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Once assessment scores are received the following documents are filed in the student's cumulative file:

- The Student's Enrollment Application Which Includes HLS
- ELPAC Results
- Parent Notification Form Copies

Assessing and Servicing EL Students with Disabilities

GLC will meet all applicable state and federal legal requirements as it pertains to assessing and servicing Title III, EL students.

Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without accommodations
- In the regular state ELP assessment with accommodations determined by the IEP team
- In an alternate assessment aligned with the state ELP standards, if the IEP team determines that the student cannot participate in the regular ELP assessment with or without accommodations

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate accommodations, or an alternate assessment in lieu of the regular ELP assessment
- Developing an IEP for each student with a disability, including each English learner with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in 34 *Code of Federal Regulations (CFR)* Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for English learners with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability
- Ensuring that limited English proficient parents/guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose native language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 *CFR* section 300.322[e]). When parents themselves are LEP, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services
- Ensuring that all English learners, including those with disabilities, participate in the annual state ELP assessment, with or without accommodations, or take an appropriate alternate assessment, if necessary (section 1119[b][7] of the ESEA and section 612[a][16][A] of the IDEA). An IEP Team cannot determine that a particular English learner with a disability should not participate in the annual state ELP assessment

c. Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the student's teacher of record and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the student's performance in basic skills against an empirically established

range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

d. Parent Notification and Involvement

GLC will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (“ESSA”) for annual English proficiency testing. GLC shall notify parents/guardians under Title III, Section 3302(a), of the following items:

- The reasons for identifying their child as being ELs and for placing their child in a language instruction educational program for EL students;
- The child's level of English proficiency as measured by the ELPAC;
- The method of instruction that will be used in the program, including a description of alternative programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards for grade promotion and graduation;
- The program exit requirement, including the expected rate of transition from the program to an English-language mainstream classroom and the expected rate of graduation from secondary school;
- How the program will meet the objectives of an individualized education program for a child with a disability; and
- The parents' rights in writing, including (A) the right to have their child immediately removed from a language instruction educational program on their request; and (B) the options that parents have in declining enrollment of their child in such a program or in choosing another program or method of instruction, if available; and (C) written guidance assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

See Below: (g.) English Learner Advisory Committee

e. Strategies for English Learner Instruction and Intervention

Depending on students' level of English proficiency, ELs may be offered modified curriculum as well as specific ELD online programs that enable students to increase their level of listening, speaking, reading and writing English. EL students benefit from two layers of educators; the PLT who is responsible for regular educational academic support, as well as an English language Specialist who is responsible for assisting the PLT in choosing appropriate curriculum, monitoring progress on benchmark and online EL curriculum, communicating with the student, parent, PLT, and weekly tutoring to determine that the student is receiving the proper support.

GLC shall take steps to ensure that EL instructional services (English Language Development (“ELD”), Specially Designed Academic Instruction in English (“SDAIE”), and/or Primary

Language) are being provided in core courses. ELD Standards established by the State of California offer a framework for teachers to follow as they facilitate each EL student's development of the English language skills required to meet standards in English Language Arts and the other content areas, Mathematics, Science, and Social Sciences. The ELD standards set forth what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students should be able to be reclassified and meet the same standards that native English speakers are expected to master. The teacher develops assignments and lessons specific to the instructional level of the English Learner, the teacher is supported by the English Language Specialist, to ensure that the ELD Standards are incorporated during the instructional day. Follow up and monitoring of this process are done through the ELS support staff. GLC English Language Specialists, will monitor and supervise the implementation of the ELD Standards and academic growth for English Learners. Regular monitoring, evaluation, and team collaboration is prescribed to meet the needs of each student.

Each EL is assessed annually with the ELPAC to assist in determining the student's annual progress in English language development. Additional assessments obtained from the ELD curriculum, internal benchmark assessments, CAASPP Assessments, and teacher observations are considered to determine progress in the development of English language proficiency and key to instructional strategies used for each EL.

ELD standards show expectations of achievement at all 5 levels of proficiency for ELs. They provide skill expectations that must be attained in beginning English learning to enable EL's to become proficient in English skills. These standards integrate listening, speaking, reading and writing and provide a schematic to reading in English, instead of delaying the introduction of English reading. In the setting of GLC, ELD occurs in a home-based setting and is planned and specific portion of the student's educational plan/personalized learning plan.

Gorman Learning Center's English language development program includes a general education teacher, PLT, who is responsible for assisting the parent with the choice of curriculum and ordering that curriculum, assigning and monitoring core curriculum, and evaluating the completion of the assigned modules.

In addition to a PLT, general education teacher, Gorman is assigning each EL an ELS who is responsible for the following:

- Assigning and tracking progress with ELD curriculum assigned and checking benchmark scores for language arts strengths and weaknesses.
- Communicating bi-monthly with parent/guardian regarding student progress.
- Working bi-monthly via Live Communication with student addressing language skills.
- Communicating regularly with the assigned weekly tutor to ensure that the tutor is aware of what areas of strength and weakness in English language development. Strengths and weaknesses will be pulled from ELD Curriculum, internal benchmarks, CAASP Assessments, core curriculum assessments, and input from EL's PLT.
- Assisting parents and PLT in choosing appropriate curriculum.
- Communicating monthly with PLT regarding the student's progress and needs.
- Documenting all of the above as well as facilitating scheduling of ELPAC

and CAASP tests and making sure that any accommodations for CAASP test are received.

The ultimate goal of Gorman Learning Center is to allow for maximization of learning opportunities that will lead toward the mastery of necessary skills for students to succeed in the workplace. Recognizing that there are wide differences in learning styles, abilities, interests and time constraints that make learning difficult to accommodate in a traditional classroom setting for many students, GLC shall incorporate instructional best practices with each EL Student to create a unique Personalized Learning Plan tailored to the student's learning needs:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning
- Differentiated Instruction
- SDAIE
- Extended or Systematic ELD
- RtI
- Leveled Reading Time
- Infusing ELD throughout the Entire Curriculum
- Using Guided Language Acquisition Design (GLAD) strategies
- Seeking out or developing rigorous curricula, and
- Processes related to social emotional development and identity formation

f. Monitoring and Ongoing Evaluation of Program Effectiveness

GLC evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

g. English Learner Advisory Committee

An English Learner Advisory Committee ("ELAC") will be maintained should GLC have more than 20 ELs in attendance. This committee will provide advice and input regarding services and expenditures for ELs in the school's LCAP as well as other responsibilities including, but not limited to, the following:

- Development of the master plan for education programs and services for English learners.

- Conducting of needs assessment, and development of program, goals, and objectives for programs, services, and reclassification procedures for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Administration of the annual language census.
- Review and comment on the written notifications required to be sent to parents and guardians regarding ELs.

11. Students with Disabilities

GLC shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

GLC shall be categorized as an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). GLC’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, GLC shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

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

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

a. Section 504 of the Rehabilitation Act

GLC 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 GLC. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Director of Academics and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine

eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

A copy of each student's 504 plan shall be provided to each of the student's 504 team participants and all individuals who work with the student in an instructional capacity and maintained in the student's file. Each student's 504 Plan will be reviewed at least once every two years to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Every parent shall be notified verbally and in writing that they may call for a 504 meeting whenever they wish.

b. Services for Students Under the IDEA as an LEA pursuant to Education Code Section 47641(a)

As an LEA member of the El Dorado County Charter SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special education students enrolled in the Charter School. The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall 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, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required to or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

GLC meets the needs of students with special needs by employing those staff members with appropriate credentialing and/or licensing to provide special education instruction and related service as well as by contracting with NPA certified agencies who offer candidates with the appropriate credentialing and/or licensing. When staff are needed to support the needs of students with disabilities, GLC actively seeks qualified professionals through employment advertising, SELPA provision of staff, as well as referrals from community agencies and entities including local school districts.

Each special education student (regardless of disability category or severity of disability) enrolled in GLC is assigned an Inclusion Specialist as well as a Personalized Learning Teacher.

- The IS Teacher works with PLT's to ensure that curriculum is accommodated and/or modified as appropriate based on the uniqueness of each student's IEP.
- The IS Teacher ensures that IEP accommodations/modifications related to instruction are offered. Students participating in RC classes are observed by IS Teachers in that setting as well as their at-home setting.

- The IS Teacher assists Resource Center Facilitators to implement IEP accommodation/modifications and works with RC staff when behavioral or other challenges arise in that setting.
- Students learning at home are supported in that setting in a one-on-one format. IS Teachers instruct parents in how to accommodate/modify assignments.
- IS Teachers ensure that each learning period, the general education plan includes assignments that specifically address and work toward each student's IEP goals.
- IS Teachers support PLT's with curriculum adjustments and changes to meet the needs to special needs students.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher or Special Ed service provider; the student's general education teacher (Personalized Learning Teacher); the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but

are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

GLC provides services to special needs students based on each student's individual needs, challenges and strengths. The continuum of service at GLC to meet the needs of students with special needs being educated within the independent study charter school includes, but is not limited to the following:

- Regular education/inclusion to the maximum extent that is appropriate for that student
- Individual specialized academic instruction
- Small group specialized academic instruction
- Push-in (to core academic classes at the Resource Center)
- Home instruction
- Consultation

Special Education related services needed to allow children with disabilities to benefit from special education that are currently being provided to students include, but are not limited to:

- Adapted Physical Education
- Assistive Technology
- Audiological services
- Interpreter services
- Occupational Therapy services
- Orientation and Mobility services
- Physical Therapy services
- School Psychological services
- Speech and Language services
- School based counseling
- Educationally Related Mental Health Services
- Deaf and Hard of Hearing services
- Nursing

IEP Implementation

The Charter School shall be responsible for all implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the

Charter School's non-special education students. The Charter School shall also provide all coordination and information exchange between the Charter School and the student's parent or guardian. The Charter School shall also be responsible for providing all curriculum, materials, modifications, and assistive technology as deemed appropriate for each student with a disability.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

12. Title I

GLC expects to receive federal Title I, Part A funds, which shall be applied towards two principal objectives: (a) All students have a fair, equal and sufficient opportunity to obtain a high-quality education and reach proficiency on state academic content standards as measured by state academic assessments and GLC benchmark assessments; (b) GLC close the achievement gap between high and low performing students (especially between minority and non-minority students) and between disadvantaged students and their more advantaged peers.

The assessments that will be used to qualify students for Title I services are the CAASPP Summative Assessments for English Languages Arts and Mathematics and the GLC SBSC adopted benchmark assessments, as well as other assessments and requirements as needed and as provided by Title I parameters. Those who fall within the Standard Not Met and Standard Nearly Met range on either ELA or Mathematics CAASPP and below the grade level-specific score range on the diagnostic assessments will be qualified for services. These students will receive intervention from their Personalized Learning Teacher (PLT) with designated online intervention programs, access to resources specifically designed for low-performing students, and direct instruction from Title I Academic Coaches when needed.

ELEMENTS 2 & 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASURING STUDENT PROGRESS

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

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

GLC's measurable student outcomes are detailed below and measure the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program as well as the students meeting the State Standards, state priorities, and local priorities. GLC's measurable student outcomes are derived from "Schoolwide Learner Outcomes" ("SLOs") as outlined by WASC and GLC's LCAP goals (as described below). Students will demonstrate competency in the three learner outcomes, as shown on the following page. Each learner outcome corresponds to a set of measurable indicators, which the school will utilize in order to ensure continued progress.

Schoolwide Learner Outcomes

Literacy

All graduates of Gorman Learning Center have mastered the skills necessary to comprehend content and interpret meaning of text and imagery presented in multiple formats.

They can

- Interpret words and phrases
- Determine central ideas and themes
- Make logical inferences
- Follow the structure of texts
- Integrate and evaluate content presented in multiple media and formats
- Understand and explain the relationship between point of view and content of texts
- Delineate and evaluate the argument and specific claims of texts
- Trace arguments and claims to the evidence that is cited to support them

Analysis

All graduates of Gorman Learning Center have mastered the skills necessary to manipulate and investigate information and data in order to reach logical and mathematically sound conclusions.

They can

- Assess the credibility and accuracy of sources of evidence
- Make sense of problems, conflicts, and disputes and persevere in solving them
- Model with problem-solving systems, including mathematics
- Draw evidence from literary or informational texts to support analysis
- Reason abstractly and quantitatively
- Use appropriate tools strategically
- Construct viable arguments and critique the reasoning of others

Communication

All graduates of Gorman Learning Center have mastered the skills necessary to express, explain, and describe their knowledge, thinking, beliefs, and questions clearly through multiple media.

They can

- Clearly convey complex ideas and information
- Clearly state an argument
- Clearly state claims that support an argument
- Cite specific evidence and its source to support claims

Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), GLC's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the State Priorities as described in paragraphs (2) to (8), inclusive, of Education Code Section 52060(d), can be found in the tables below. Each of these goals addresses the unique needs of all students who are expected to attend GLC, including numerically significant student subgroups. The metrics associated with these goals will help GLC ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Local Control Accountability Plan

GLC shall develop and annually update the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. GLC reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. GLC shall submit the LCAP to the District and Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GLC.

Goals to State Priorities coverage grid

Goals	Priority 1: Basic Conditions of Learning	Priority 2: Implementation of State Standards	Priority 3: Parental involvement	Priority 4: Pupil achievement	Priority 5: Pupil engagement	Priority 6: School climate	Priority 7: Course access	Priority 8: Other pupil outcomes
1. Increase efficacy of the Personalized Learning Model to improve teaching and learning	X	X		X	X		X	
2. Ensure that the school is focused on its mission of delivering personalized, standards-based learning by training, involving, and supporting families		X	X	X		X		
3. Foster a culture focused on student readiness to succeed in college and begin a career				X				X

Goal 1: Increase efficacy of the Personalized Learning Model to improve teaching and learning

Applicable Student Groups: All, including but not limited to FY, LI, EL

Actions: To ensure that we implement the Personalized Learning Model with high-quality, standards-aligned curriculum, highly effective instruction, and responsive assessment and intervention, we will:

1. Provide access to standards-aligned curriculum to all students
 - a. Adopt preferred standards-aligned curriculum for all core subjects and all grade levels and purchase updated curriculum for any a-g course tied to curriculum that is out of date.

- b. Develop and adopt English Language Development curriculum options.
(specifically directed to EL)
 - c. Provide professional development on adopted curriculum.
2. Provide highly effective instruction
- a. Ensure all persons in certificated teaching positions are appropriately assigned and credentialed
 - b. Provide all staff who provide direct support to students with professional development to ensure that they can: adhere to school policies related to Resource Center instruction, use basic classroom management techniques, utilize instructional resources, develop and follow daily lesson plans, follow a scope and sequence, communicate regarding student academic achievement and behavior with PLTs and parents, and use the platforms, programs, and resources of the school (SIS, Canvas, Zoom, Google Drive, email systems, Paycom)
 - c. Personalized Learning Teachers (PLTs) deliver direct instruction and support on a monthly basis to all families
 - d. Provide access to direct instruction and support to students participating in targeted and/or optional programs and services (not specifically directed to, but for the primary benefit of FY, LI)
 - e. Provide resources to PLTs to help support and guide parents of high-need student groups (specifically directed to FY, LI, EL, Homeless)
 - f. Train PLTs to design and implement standards-aligned Personalized Learning Plans
 - g. English Language Development teachers provide direct instruction to English Learners (specifically directed to EL)
 - h. Implement "I Can" Standards and integrate standards between Master Agreements, Report Cards, and Assignment and Work Records
3. Provide responsive assessment
- a. Provide students with support and preparation for assessment, including CAASPP, school benchmark assessments, and Interim Assessments
 - b. In order to increase standards mastery, develop systems and provide training for teaching, assessing, tracking and promoting reteaching of CCSS.
 - c. Utilize NWEA MAP for schoolwide benchmark assessment
 - d. Provide training to PLTs on support for use of NWEA MAP
 - e. Offer Resource Center based CAASPP Camps (available for RC and non-RC students) to familiarize students with the test
 - f. Conduct public relations outreach campaign to frame testing participation as an act of school spirit and beneficial to the Personalized Learning Model
 - g. Administer Interim Comprehensive Assessments to identify students for Title I services (not specifically directed to, but for the primary benefit of FY, LI)
 - h. Academic Coaches administer Interim Block Assessments to check progress of Title I students (not specifically directed to, but for the primary benefit of FY, LI)
 - i. Prepare students for the CAASPP testing environment by simulating the testing environment in the resource center workshops
4. Provide intervention
- a. Implement Multi-Tiered Systems of Support (MTSS)

- b. Student Study Team available to students and staff
 - c. Use of Edgenuity pathways
 - d. Use of Goal Setting Worksheets and shared with other employees
 - e. Provide direct instruction for underperforming students
5. Provide material support and access
- a. Provide technology package to English Learners, Foster Youth and Homeless students (**specifically directed to FY, EL, Homeless**)
 - b. Provide mobile Internet access to low income students and students with inconsistent internet access (**specifically directed to LI**)
 - c. Maintain increased allotment of flexible and equitable funding towards VCI and EMR resources for all students

Outcomes: We will measure our outcomes on this goal in the following ways:

	2020-2021	2021-2022	2022-2023
Teachers fully credentialed and appropriately assigned	95% or more of PLTs possess a clear credential. 5% are in the process of clearing a credential.	95% or more of PLTs possess a clear credential. 5% are in the process of clearing a credential.	95% or more of PLTs possess a clear credential. 5% are in the process of clearing a credential.
Students with access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials
Content and performance standards implemented for students	CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum available for all subject areas TK-12	CCSS aligned curriculum available for all subject areas TK-12
ELD standards implemented for English Learners	ELD courses available for all English Learners	ELD courses available for all English Learners	ELD courses available for all English Learners
English Learners with access to standards-aligned instruction	100% of English Learners provided direct support by English Language Development Teacher	100% of English Learners provided direct support by English Language Development Teacher	100% of English Learners provided direct support by English Language Development Teacher
Percentage of English Learners who progress in English proficiency as measured by CELDT/ELPA	Between 30% and 35% of EL students will make progress as measured by the ELPAC	Between 30% and 35% of EL students will make progress as measured by the ELPAC	Between 30% and 35% of EL students will make progress as measured by the ELPAC
English Learner Reclassification Rate	22% Reclassification Rate	22% Reclassification Rate	22% Reclassification Rate
Questionnaire respondents who agree that the facilities of the school are clean, safe, and in good repair	90% or better	90% or better	90% or better
Questionnaire respondents who agree that GLC delivers an effective learning environment at GLC facilities and GLC events	90% or better	90% or better	90% or better

Attendance Rate	Greater than 95%	Greater than 95%	Greater than 95%
Chronic Absenteeism Rate	Less than 2.5%	Less than 2.5%	Less than 2.5%
Middle School Dropout Rate	Less than 1%	Less than 1%	Less than 1%
High School Dropout Rate	Less than 1%	Less than 1%	Less than 1%
High School Graduation Rate	90% or better	90% or better	90% or better
Students with access to a broad course of study, including social science, science, health, PE, VAPA, and foreign language	100%	100%	100%
Questionnaire Respondents who agree that the school provides sufficient access to Vendor Course Instruction	90% or better	90% or better	90% or better

Goal 2: Ensure that the school is focused on its mission of delivering personalized, standards-based learning by training, involving, and supporting families.

Applicable Student Groups: All, including but not limited to FY, LI, EL

Actions: To ensure that the school is focused on its mission of delivering personalized, standards-based learning by involving and supporting families in school decision-making, we will:

1. Provide parent training and support in instructional strategies
 - a. Guide parents through the tools and strategies for providing instruction in the home learning environment
 - b. Offer in-person parent workshops addressing instructional methods, curriculum fluency, providing tools and strategies to promote an effective learning environment at home through live stream, recorded, online, and hybrid options. **(not specifically directed to, but for the primary benefit of FY, LI, EL, Homeless)**
 - c. Create and offer Parent Professional Learning Growth opportunities
2. Develop and provide parent engagement/volunteer opportunities
 - a. Provide and support parent networking
 - b. Establish a Parent Outreach Growth Group **(not specifically directed to, but for the primary benefit of FY, LI, EL, Homeless)**
 - c. Invite parent participation in resource center-based volunteer efforts
 - d. Establish regional parent input and support groups
3. Establish parent advisory groups
 - a. Establish and/or sustain required advisory groups
 - b. Regularly collect and use parent group input to guide administrative action

Outcomes: We will measure our outcomes on this goal in the following ways:

	2020-2021	2021-2022	2022-2023
Suspension Rate	0%	0%	0%
Expulsion Rate	0%	0%	0%
Questionnaire respondents who agree that GLC involves parents in school decision-making	82%	84%	86%
Questionnaire respondents who agree that GLC provides necessary support to socioeconomically disadvantaged families	75%	77%	79%
Questionnaire respondents who agree that GLC provides necessary support to parents of English Learners	75%	77%	79%
Questionnaire respondents who agree that GLC provides necessary support to families with foster children	75%	77%	79%
Parents participating in advisory groups	Parent Advisory Committee, ELAC include parent members as required	Parent Advisory Committee, ELAC include parent members as required	Parent Advisory Committee, ELAC include parent members as required

Goal 3: Foster a culture focused on student readiness to succeed in college and begin a career.

Applicable Student Groups: All, including but not limited to FY, LI, EL

Actions: To ensure that there is a culture focused on student readiness to succeed in college and begin a career, we will:

1. Support a-g coursework
 - a. Develop, update, expand, or revise a-g courses
 - i. based in independent study,
 - ii. which supplement independent study with resource center instruction, or
 - iii. which supplement independent study with online instruction
 - b. Plan and execute professional development opportunities for PLTs regarding a-g courses, to ensure that PLTs have discussions regarding high school students' academic track selection with families, know how to label a-g courses appropriately in Student Information System (SIS), and ensure all a-g requirements are met in every course that is labeled a-g
 - c. Communicate and explain a-g coursework information and implications to parents
2. Support dual enrollment
 - a. Encourage concurrent enrollment through advertising, posts and PLT communication to parents and students
 - b. Research dual enrollment (DE) options

- c. Establish dual enrollment partnerships with community colleges to offer appropriate DE options
- d. Provide training and resources for dual enrollment to PLTs and Parents
- e. Increase participation in dual enrollment opportunities for students
- 3. Support CTE
 - a. Provide regular direct instruction by CTE certificated personnel.
 - b. Provide online options for CTE courses
 - c. Purchase or license curriculum and courses for CTE Pathways.
 - d. Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.
- 4. Support academic rigor
 - a. Offer AP courses and exams
 - b. Offer Honors course options
 - c. Encourage college prep track and a-g track with all students
- 5. Support post-graduation, college and life readiness
 - a. Plan and execute professional development opportunities for PLTs regarding post-graduation planning
 - b. Increase High School Counselor accessibility to all eighth grade and high school students
 - c. Schedule counselor meetings so that all students have a meeting with the counselor before the end of 11th grade
 - d. High School Counselor supports students and parents through the financial aid, college application, and admissions processes
 - e. Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.
 - f. PLTs utilize Post-High School Planning Sheet with all HS students
 - g. Provide training and resources to families to educate them about college applications and admissions processes
 - h. Develop and offer elective courses which take a projects-based approach to learning about college applications and admissions, entrance essay writing, and succeeding in the college environment.
 - i. Offer classes to high school students to teach practical living skills including budget, credit, and debt management, interpersonal and communication skills, and applying for and keeping employment.

Outcomes: We will measure our outcomes on this goal in the following ways:

	2020-2021	2021-2022	2022-2023
All Students Distance from Level 3 on ELA CAASPP	5 points growth from previous year or more until 0 or better	5 points growth from previous year or more until 0 or better	5 points growth from previous year or more until 0 or better
Socioeconomically Disadvantaged students Distance from Level 3 on ELA CAASPP	6 points growth from previous year or more until 0 or better	6 points growth from previous year or more until 0 or better	6 points growth from previous year or more until 0 or better
Hispanic students Distance from Level 3 on ELA CAASPP	7 points growth from previous year or more until 0 or better	7 points growth from previous year or more until 0 or better	7 points growth from previous year or more until 0 or better
All students Distance from Level 3 on Math CAASPP	7 points growth from previous year or more until 0 or better	7 points growth from previous year or more until 0 or better	7 points growth from previous year or more until 0 or better
Socioeconomically Disadvantaged students Distance from Level 3 on Math CAASPP	9 points growth from previous year or more until 0 or better	9 points growth from previous year or more until 0 or better	9 points growth from previous year or more until 0 or better
Hispanic students Distance from Level 3 on Math CAASPP	9 points growth from previous year or more until 0 or better	9 points growth from previous year or more until 0 or better	9 points growth from previous year or more until 0 or better
Pupils that are "Prepared" as measured by the College and Career Indicator	20%	22%	24%
Post-Grad Plans Developed (% of HS students)	75%	82%	88%
CTE Pathways Offered	5	5	6
Hours of training provided to teachers in developing and supporting postgrad plans	2	2	2
Hours of training offered to parents and students in developing and supporting postgrad plans	2	2	2
8th-12th grade students meeting with a High School Counselor for the purpose of developing or improving a postgrad plan	8th 60% 9th-10th 80% 11th-12th 80%	8th 60% 9th-10th 80% 11th-12th 80%	8th 60% 9th-10th 80% 11th-12th 80%

METHODS OF MEASURING STUDENT PROGRESS

All students will achieve the State Standards by graduation, but not all will progress at the same rate, nor will they demonstrate mastery through the same methods. Personalized Learning Teachers (“PLTs”) shall consider each student’s individual learning styles, abilities, interests, and talents in utilizing assessments to obtain measurements of student progress and create a personalized learning plan unique to each student’s needs.

GLC shall administer the mandated state assessments and shall also meet any required State Standards. GLC shall conduct an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within the area GLC serves and across the state. Student progress will be monitored and evaluated to determine necessary measures needed to improve overall achievement. Quarterly analysis of student progress will be conducted to oversee the effectiveness of the program and guide administration in strategic planning for student success and attainment of State Standards.

The following are a variety of methodologies that help Gorman Learning Center to ensure successful monitoring of our school wide and student outcomes:

1. State Mandated Assessments – Students will be assessed annually with all state mandated assessments in the CAASPP program and any other statewide standards or student assessments applicable to students in direct funded charter schools, including, but not limited to, the Smarter Balanced Summative Assessments for both English Language Arts and Mathematics, California Science Test (“CAST”), ELPAC, Physical Fitness Test (“PFT”), Summative California Alternate Assessments (“CAAs”) for ELA, Mathematics, and Science for eligible IEP students, and Standards-Based Tests in Spanish (“STS”) for Reading/Language Arts for EL Students.
2. Local Assessments – GLC will conduct local assessments that include:
 - Benchmark Assessments .
 - Curriculum Based Measurements.
 - Formative Student Assessments.
 - Norm and Criterion Referenced Tests.
 - Teacher observations, state aligned text book assessments.
 - Performance-Based assessments: foreign language, art, physical fitness, music, etc.
 - Informal and formal parent conferences throughout the year.
 - School progress reports.
 - Report cards.
 - Attendance.
 - Work and homework completion.
 - Special subject, grade or school projects.

3. **Benchmark Assessments** – Benchmark assessments are used to assist PLTs and parents in choosing curriculum, planning lessons, and offering interventions if applicable. GLC will begin using NWEA Map Suite for our diagnostic assessment program to universally assess students. NWEA will be implemented fully in 2020-2021. The assessment results are used to inform instruction, create personalized learning plans for each student, and to ensure appropriate academic growth is being made throughout the school year. PLTs use the information from the benchmarks to determine appropriate curriculum, courses, and possible interventions or enrichment opportunities.

4. **Interim Assessments** – GLC will utilize additional assessments when necessary in guiding Personalized Learning Plans to improve instruction and monitor progress towards student mastery of the content standards. The Interim Comprehensive Assessments (ICAs) will be used as a qualifier for Title I Services.

GLC affirms that its methods for measuring student outcomes for the state priorities, as described above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C), LCAP and the California School Dashboard.

GLC Personalized Learning Teachers, PLTs, Administration, Development Teams, and support staff are dedicated to progress monitoring used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of the instruction program. Progress monitoring will be implemented with individual students through a Personalized Learning Plans that are constructed by PLT, the parent/guardian, and any support staff to meet the unique needs of each student. Monthly meetings will take place in order to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include, but not limited to, benchmark assessments, mastery quizzes per content area, authentic work samples, and monthly writing samples.

Use and Reporting of Data

GLC is dedicated to understanding and using data to improve the instructional program and overall achievement of our students. GLC is committed to keeping our students, parents/guardians, staff, stakeholders, and governing board up to date through multiple measures and reports on the overall performance of our students.

GLC will use the expertise of the PLTs, multidisciplinary/development teams, data team, and other support staff to communicate implications of the data to our students, parents/guardians, and governing board to ensure learning gaps and learning outcomes are met. Data discussions and monitoring will be included in monthly PLT Meetings with the students and parents to improve and address instructional strategies to improve student learning and understanding. Data monitoring and communication will be available through paper and digital means. Parental/Guardian engagement in data/progress monitoring will be implemented and encouraged.

The GLCN Board will be informed on the following areas of student data and achievement, including but not limited to:

- Summary of the Annual State Mandated Assessments.
- Analysis of Program Effectiveness and Success.
- Analysis of Implementation and Alignment Between Curriculum and State Standards.
- Analysis of Parent Involvement in Program Development and Support.
- Report on Programs and Student Population Groups Relevant to Student Growth and Success.
- Report on Progress towards Student Goals and Outcomes.
- Summary of Benchmark and Other Assessments.

SARC and LCAP – GLC will comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (“SARC”) and LCAP. The SARC will be accessible to all parents via the GLC Website. Progress toward LCAP goals will be tracked through a variety of instruments, including but not limited to, student progress monitoring through data systems, LEA Plan, EL Master Plan, and GLC Budgetary Cost Analysis. This data will be analyzed quarterly by administrative leadership to evaluate and monitor alignment between our LCAP Goals, GLC Strategic Plan, and GLC Budget.

ELEMENT 4: GOVERNANCE STRUCTURE

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

1. Non-Profit Public Benefit Corporation

GLC shall be a directly funded independent charter school and shall be operated by Gorman Learning Charter Network ("GLCN"), a 501(c)(3) California non-profit public benefit corporation, pursuant to California law upon approval of this charter. GLCN currently operates as a multi-school (GLC and Gorman Learning Center) network organized as a single nonprofit corporation, as described herein.

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

GLCN's Articles of Incorporation, Bylaws and Conflict of Interest Code are attached as Appendices D, E and F.

2. Compliance with Laws

GLCN's Board of Directors shall comply with all laws controlling charter schools. GLCN shall comply with the Ralph M. Brown Act, Government Code Section 1090 *et seq.*, as set forth in Education Code Section 47604.1, the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions.

3. Board of Directors

GLC shall be governed by the GLCN Board of Directors, in accordance with its adopted bylaws. The GLCN Board of Directors operates and governs two charter schools: Gorman Learning Center, authorized by the governing board of the Gorman Joint Unified School District, and GLC, authorized by the governing board of the Gorman Joint School District.

The GLCN Board of Directors' major roles and responsibilities include, but are not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;

Commented [WKS21]: Let us know if GLCN would like us to review the bylaws and/or the Conflict of Interest Code for legal updates. New EC 47604 (SB 126) is effective 1/1/20.

- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board of Directors shall be directed in its operations and its actions by the GLCN corporate bylaws, which shall be consistent with the terms of this charter, the Charter Schools Act of 1992, and any and all other applicable laws. The day-to-day management of GLC shall be delegated to the Executive Director, an appointee of the Board of Directors.

The membership, voting rights, terms, etc. of the members of the GLCN Board of Directors are delineated in the corporate bylaws. The Board of Directors shall comply with all applicable federal, state and local laws. It shall retain independent legal counsel, when necessary. It shall purchase and maintain, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of GLCN or a third party any of those duties. The Board of Directors, however, shall retain ultimate responsibility over the performance of those powers or duties so delegated.

The Board shall consist of six (6) to eleven (11) directors that shall be elected as provided in the corporate bylaws. These directors shall represent parents of students currently enrolled in a school operated by GLCN or community leaders. All directors shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(c). If a charter authorizer appoints a representative to serve on the Board of Directors, an additional director may be elected to ensure an odd number of Board members. No restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to a representative appointed by a charter authorizer pursuant to Education Code Section

47604(c) and such appointee shall serve at the pleasure of and be removed only by the action of the charter authorizer.

Directors shall hold office for three (3)-year terms. Directors shall serve for a maximum of 2 terms and may reapply to serve as a Director after a one year break in Board service.

A description of the Board of Directors and their biographies are provided in Appendix G. Following are the current members of the Board of Directors:

Name	Category	Term
Jana Perea	President	November 2017-June 2020
Joshua Stegner	Vice President/Treasurer	November 2017-June 2020
Dori Burnett	Secretary	July 2018 – June 2021
Carlos Bravo		September 2019 – June 2021
Jennifer Ferguson		September 2019 – June 2021
Tiffany Gray		July 2019 – June 2022
Joseph-Edward Sloan		July 2019 – June 2022

Commented [WKS22]: Please make sure this is up to date.

4. Board Meetings and Duties

The Board shall meet for regular scheduled meetings at least eight (8) times per calendar year. Dates for these meetings shall be agreed upon at the first meeting of the fiscal year. Meetings of the Board shall be held in accordance with Education Code Section 47604.1(c).

Special meetings may be called in accordance with the corporate bylaws. All meetings of the GLCN Board of Directors shall be called, held and conducted in accordance with the terms and provisions of Education Code Section 47604.1 and of the Brown Act including, but not limited to, those related to notice, agenda preparation, posting and reporting.

Commented [WKS23]: New EC 47604.1 has certain requirements for meetings of a Board that operates multiple charter schools.

5. Conflict of Interest Code

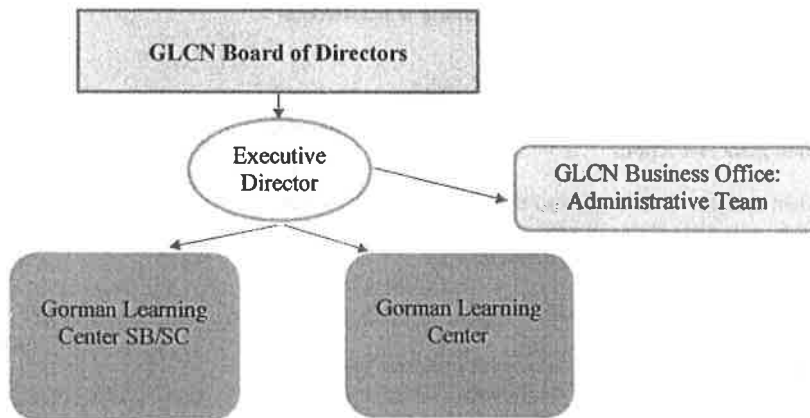
The Board has adopted a Conflict of Interest Code, which complies with the Political Reform Act, the Corporations Code conflict of interest rules, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict of interest laws and regulations. The Conflict of Interest Code is attached as Appendix F.

Commented [WKS24]: GLCN's Code also needs to comply with Government Code Section 1090 as it is set forth in the new Education Code Section 47604.1. If you would like us to review for compliance, please let us know.

6. Board Training

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

7. Organization Chart



All meetings of the GLCN Board shall conduct business for all charter schools governed by GLCN. The Board recognizes that each charter school will have individual student demographics and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each school governed by GLCN.

GLCN will operate with a Business Office to support each independent school under the Board’s governance. The Business Office will house all cumulative files, special education files, as well as all files maintained by the Executive Director and Administrative Team. Offices will also be maintained at the Business Office for use by the Executive Director and other GLCN staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under “Administrative Services.”)

As a multi-school network organized as a single nonprofit corporation, GLCN has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles (“GAAP”). GLC and its non-profit network home office, GLCN, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through GLC. GLC, as well as its network home office, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the GLC level, based on our specific demographic and

attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.

- Generate financial statements at the GLC level that enable us to submit GAAP-aligned forms to request a “determination of funding” under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, GLCN will use the above data to generate financial statements that are specific to GLC, as well as a consolidated statement for network-wide purposes. Doing so will allow us to meet both state and federal requirements.

8. Executive Director

The Executive Director acts as the educational leader of the charter schools operated by GLCN, responsible for the effective execution of policies adopted by the Board of Directors and is responsible to lead in a collaborative effort with other members of the Administrative Team for the purpose of planning, operation, supervision, and evaluation of the educational programs and services.

The Administrative Team includes the following individuals: Chief Business Officer, Director of Academics, Director of Educational Services, Director of Human Resources, a Regional Administrator for the San Bernardino region, and a Regional Administrator for the Santa Clarita region.

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

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

9. Parent Involvement

Parents who enroll their students in our school have the primary responsibility for the day to day education of their children. Parents are responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Personalized Learning Teacher.

Parents are required to sign a Master Agreement and the Acknowledgement of Responsibilities to confirm that they understand what they are expected to do.

The school will communicate to parents via Parent Square, email, our website, or by phone. We send out monthly newsletters as another way to communicate.

We encourage and offer many opportunities for parental involvement such as:

- Parents shall be encouraged to attend Board meetings, serve on the Board of Directors, and have the opportunity to speak during the public comment portion.

- Parent volunteers shall be present at the resource centers.
- Parents shall serve on the LCAP committee and participate in surveys pertaining to the allocation of school wide resources.
- Parents shall often chaperone school wide field trips and high school events.
- An English Learner Advisory Committee shall be formed with elected parent representatives to advise and give input regarding services and expenditures for ELs in the LCAP process, along with serving as advisors to the Board.
- Parents shall have to opportunity to join GLC's Parent Advisory Council.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Gorman Learning Center Network shall internally develop or recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in its vision statement. GLC shall be nonsectarian in its employment practices and all other operations. GLC shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics, or any other basis prohibited by state or federal law.

General Qualifications

Any Non-Certificated, Certificated or Administrative Position that is open, may be filled by a qualified individual selected at the discretion of the Executive Director, Human Resource Department, and/or the respective Department Head. Every candidate must abide by all pre-employment inquiries, including but not limited to a background check via Live Scan process (please see more information in Element 6: Health and Safety Procedures).

No offer of employment is valid unless approved by the Executive Director in writing.

Within the provisions of the law, GLC reserves the right to recruit, interview, and employ the best qualified person to fill any of its position vacancies.

Core Teacher Qualifications

GLC defines “core” courses as: (1) English/language arts/reading (including reading intervention classes); (2) mathematics (including mathematics intervention); (3) biological sciences; (4) chemistry; (5) geosciences; (6) physics; (7) social science (history, government, economics, geography); (8) foreign languages (specific); (9) arts (includes drama/theater and dance); and (10) music.

GLC will retain or employ core, college prep teaching staff who hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. GLC will comply with Education Code Section 47605(l), which states:

“Teachers in charter schools shall 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. . . . It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.”

Teachers first assigned to a TK classroom after July 1, 2015, must have been issued at least one

Commented [JAR25]: Credential requirements are changing, effective 7/1/20. Would you like to address here, or leave as-is?

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credential by the Commission on Teacher Credentialing (“CTC”), and shall, by August 1, 2020, have one of the following:

- 1) At least 24 units in early childhood education, or childhood development, or both.
- 2) As determined by GLCN, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- 3) A child development permit issued by the CTC.

GLC will ensure that current copies of all teaching certificates or permits issued to its staff will be maintained in a separate file available at any time for inspection. Teachers will be required to update their certificates or permits as required by their contract.

Applicants who hold full or clear credentials will be considered first above other teacher candidates who have just begun or will be starting their credential programs.

GLCN will comply with the new requirements of Education Code Section 47605(l) when they become effective on July 1, 2020.

Noncore, Non-college Prep Teacher Qualifications

Educators in non-core classes, defined as those who are providing specialized learning opportunities, including options for physical education, fine and performing arts, or foreign language instruction will have subject matter expertise, professional experience and the demonstrated ability to engage learners’ participation in the educational process as determined by GLC.

Non-core and non-college preparatory courses are courses that are not defined as core courses herein.

Resource Center Facilitators

The primary purpose of the Resource Center Facilitators is to facilitate with excellence student success in academics and interpersonal skills by implementing state aligned curriculum, fulfillment of SLO’s, documenting teaching and student progress/activities/outcomes, addressing specific educational needs of students, and providing feedback to students, parents, and administration as pertains to the resource center educational environment.

GLC Facilitators come from many different backgrounds and may be qualified in one or more of the following ways: hold a preliminary or cleared Credential, hold a Bachelors or higher degree, be CTE certified, and/or be a working professional in their subject area.

Executive Director

The Executive Director acts as the educational leader of GLC, responsible for the effective execution of policies adopted by the Board of Directors and is responsible to lead in a collaborative effort with other members of the Administrative Team for the purpose of planning, operation, supervision, and evaluation of the educational programs and services.

The minimum qualifications for the Executive Director are as follows:

Education/Certification:

Hold or have had a California Teaching Credential
Hold or be eligible for a California Administrative Credential
Masters Degree in Educational Administration or the equivalent is preferred

Special Knowledge/Skills:

An understanding of school law, school finance, and curriculum and instruction
Demonstrated ability to manage budget and personnel
Demonstrated ability to interpret policy, procedures, and data
Organizational, communication, public relations, and interpersonal skills

Experience:

Five years leadership experience in school administration is preferred
Five years of successful teaching experience
Five years of experience and demonstrated knowledge of independent study charter school operations is preferred

Chief Business Officer

At the direction of the Executive Director, Chief Business Officer organizes, administers, directs, and coordinates the business and facilities functions of GLC. As a part of the Administrative Team the Chief Business Officer works to plan, operate, and supervise all fiscal aspects of the educational programs and services.

The minimum qualifications for the Chief Business Officer are as follows:

Education/Certification:

Degree from an accredited college or university in a business-related field or public administration

Special Knowledge/Skills:

Proficient use of advanced skills in corporate and/or school finance
Proficient use of advanced skills in budgeting and budget management
History demonstrating an appreciation for the recognition of and compliance with State and Federal regulations governing finance, budgeting and corporate or governmental auditing practices

Experience:

Three years or more of related experience in school budgeting, accounting, auditing, and

Management

Director of Academics

The Director of Academics evaluates and provides leadership for the overall academic program of Gorman Learning Charter Network, with a focus on planning responsive improvements in academic programs. This position ensures that students are provided the basic reading and math skills that they need to succeed, attain grade level proficiency, and improve achievement in basic and more advanced skills. As a part of the Administrative Team, the Director of Academics will serve as an integral member of the WASC, SARC, and LCAP teams.

The minimum qualifications for the Director of Academics are as follows:

Education/Certification:

Hold a California Teaching Credential
Degree in Education or Educational Administration preferred

Special Knowledge/Skills:

Knowledge and experience with the broad spectrum of programs and curriculum offered to all students in the State of California
Understanding of current research on equitable best practice(s) related to teaching, learning, and leadership
Demonstrated success at designing and maintaining a positive, collaborative culture
Strong quantitative and statistical analysis skills

Experience:

Minimum five years teaching experience with at least two years in independent study
Experience with designing and implementing professional development
Experience in building and/or maintaining continuous improvement efforts at the school or district level

Director of Educational Services

Under the direction and supervision of the Executive Director, the Director of Educational Services direct, organize, plan, oversee and supervise the operations of the Charter's TK-12th grade instructional programs, instructional resources and special projects; coordinate and oversee the charter's comprehensive assessment plan; provide leadership and assistance in the areas of core academic development and implementation, professional development, evaluation, categorical programs, community relations; oversee and ensure compliance of student intake and maintenance of student records; establish and direct the goals of the Educational Services Department; be a collaborative member of the Executive Director's cabinet and support the Executive Director to carry out the charter's vision, mission, and goals of the charter.

The minimum qualifications for the Director of Educational Services are as follows:

Education/Certification:

Hold a California Teaching Credential
Degree in Education or Educational Administration preferred

Special Knowledge/Skills:

Knowledge and experience with a broad spectrum of programs and curriculum offered to all students in the State of California
Understanding of current research on equitable best practice(s) related to teaching, learning, and leadership
Demonstrated success at designing and maintaining a positive, collaborative culture
Strong quantitative and statistical analysis skills

Experience:

Minimum five years teaching experience with at least two years in independent study
Experience with designing and implementing professional development
Experience in building and/or maintaining continuous improvement efforts at the school or district level

Director of Special Education

Under the direction of the Executive Director, the Director of Special Education assumes administrative responsibility for development and administration of Special Education and student services, including guidance and counseling services, psychological services, health services, 504 compliance, safe schools, substance abuse prevention, new student enrollment, program placement, behavioral and academic functions.

The minimum qualifications for the Director of Special Education are as follows:

Education/Certification:

Masters Degree in a related field preferred required.
Special Education Credential required.
Possession of valid Administrative Credential preferred.
Successful experience with programs dealing with students with disabilities.
Clearance from TB Criminal DOJ and FBI fingerprint clearance.

Special Knowledge/Skills:

Ability to manage personnel and Special Education program
Ability to problem solve
Knowledge of Special Education curriculum and programming.
Knowledge of State and Federal education law and regulations, GLCN policies.

Experience:

Successful experience with programs dealing with students and disabilities

Regional Administrator (Lancaster Region)

Under the direction of the Executive Director, serve as an educational leader, and assist and supervise PLTs and Resource Centers so they may work successfully with parents to ensure high student expectations. As a part of the Administrative Team the Regional Administrator(s) monitor students' educational progress; train and motivate teachers; handle relations with parents, current students, and the community; and other duties as requested by the Executive Director.

The minimum qualifications for the Regional Administrator(s) are as follows:

Education/Certification:

Hold a current California Teaching Credential
Three years or more experience as a GLC Personalized Learning Teacher
Bachelors Degree or higher in Education

Special Knowledge/Skills:

Experience in curriculum implementation and instruction implementation
Experience in development/delivery of professional growth activities
Knowledge of state and local policies and procedures
Demonstrate administrative and supervisory skills
Knowledge and ability to asses PLTs and prescribe instructional and effective corrections

Experience:

Three years or more of service as a GLC Personalized Learning Teacher

Office Staff

Under the direction of the Executive Director and Department Heads, the Office Staff conduct and maintain the day to day business of GLC. The office staff includes but is not limited to; Front Desk personnel, Records Clerks, and Special Education Clerks.

The minimum qualifications for Office Staff are as follows:

Special Knowledge/Skills:

Knowledge of computers and programs ranging from Word to Excel
Telephone techniques and etiquette
Professional greetings and salutations
Knowledge of data entry techniques
Ability to perform a variety of clerical tasks throughout the office
Meet and deal with staff and public tactfully and courteously
Prioritize tasks and manage time wisely
Work independently with constant interruptions and deadlines

Fiscal Department

Under the direction of the Chief Business Officer, this department works to maintain payroll, employee records pertaining to payroll, maintain computations in conformance with mandated requirements, accounts payable, student accounts, and other duties ascribed by the Chief Business Officer.

The minimum qualifications for the Fiscal Department are as follows:

Education/Certification:

Bachelors degree from a recognized college or university, preferably with a major in accounting, business or a closely related field. Experience may be substituted for college level training
Three years of related experience in bookkeeping, general accounting, auditing of payroll or similar classification
Direct experience in performing two or more of the following is required: financial or budget analysis, accounting operations, analysis and systems development, program accounting or processing of payroll

Special Knowledge/Skills:

Thorough knowledge of school methods, procedures, policies and activities pertinent to the duties and needs of the position
Knows how to prepare financial and payroll records and reports
Experience in compiling information and the preparation of W2s, 1099s, quarterly payroll returns, and other required reports

Department Heads

Department Heads are charged with the supervision of departments within the organization. Under the direction of the Executive Director, Department Heads work as a team to plan, organize, integrate, direct, and manage goals and policies for the governance and prosperity of the organization.

The minimum qualifications for the Department Heads are as follows:

Special Knowledge/Skills:

Knowledge of Gorman policies, procedures, and terminology
Record-keeping techniques, filing systems and information management
Knowledge of data systems
Word processing and other computer software
Interpersonal skills using tact, patience and courtesy
Oral and written communication skills
Interpret, apply and explain rules, regulations, policies and procedures
Establish and maintain cooperative and effective working relationships with others
Meet schedules and time lines
Work effectively with constant interruptions
Have the ability to work proactively with the goal to solve problems

Facilities and Warehouse Staff

Serving the students at various facilities and the curriculum warehouse, this staff is charged with the upkeep and safety of both their workspaces and the students/parents/guardians who may visit those spaces.

The minimum qualifications for the Facilities and Warehouse Staff are as follows:

Special Knowledge/Skills:

Knowledge of shipping and receiving procedures

Knowledge of computerized inventory

Ability to multi-task

Ability to operate a forklift, hand truck, flat cart, pallet jack, and other related equipment

Ability to live and/or move up to 50 pounds

Basic understanding of the use of hand tools utilized in carpentry, plumbing and electrical trades and cleaning equipment

Knowledge of proper and safe use of power tools

Knowledge of proper and safe use of solvents and cleaning chemicals

Ability to maintain basic records

Ability to respond to urgent maintenance calls calmly and effectively

Professional Development

We believe that professional development for each teacher and parent is a key component for a successful learning-centered culture throughout the organization. For student learning to improve, teacher and parent learning must also improve. In order to achieve this goal, GLC shall:

- Provide significant and appropriate professional development opportunities that are consistent with the changes we desire to see the teachers and parents emulate.
- Work to make professional development a regular part of teachers' jobs.
- Train teachers to understand and address diversity and special needs.
- Give Personalized Learning Teachers and parents sustained time for collective planning, enough to afford them substantial opportunities to work together, learn from one another, and celebrate success.
- Allow time for evidence of desired changes to appear.
- Ensure that staff knows how to access and use research that could further enhance their effectiveness in serving all students.

New PLT Training

First-year personalized learning teachers have the proven benefit of attending our New PLT Training, a multi-day intensive training where new staff members are introduced to the methods and procedures that are required to work with independent study students. PLTs are trained not only in the paperwork processes that are required to document student progress and comply with state requirements, but are also taught how to work with each unique student to create a personalized learning plan that builds on each student's strengths and interests, and works to

support address areas where students may struggle. New PLTs are provided with extensive training materials relating to independent study procedures, the management of a student roster, how to conduct meetings with students and parents, and how to use school resources to provide individualized curriculum and instruction to best meet each student's needs. Each new PLT is assigned a Mentor to work closely with them throughout their first year at Gorman, providing side-by-side guidance and feedback as they learn how to become an effective personalized learning teacher. Through ongoing training opportunities and the availability of mentors, veteran PLTs are provided continued support as well.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, Gorman Learning Center shall maintain, implement, and periodically update as necessary, full health and safety procedures, and risk management policies in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety procedures at Gorman Learning Charter Network. A full version of the policies and procedures shall be provided to the District any time upon request. These policies shall be incorporated into student and staff handbooks and shall be reviewed on an ongoing basis.

In addition to these policies, GLC maintains an Illness Injury Preparedness Plan (“IIPP”) per OSHA regulations that is updated every February. The IIPP is available upon request as it is a continually changing document. This constant updating and adaptation allow GLC to be prepared for whatever may occur within the ever changing world of safety for students, staff, and faculty.

Background Checks

Employees and contractors of GLC will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GLC shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director shall monitor compliance with this policy and report to the GLCN Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. GLC will comply with any new laws created by Senate Bill 276 ("SB 276") as they become effective.

Commented [MOU27]: Let's talk about this.

Medication in School

GLC will adhere to Education Code Section 49423 regarding administration of medication in school. GLC will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

GLC shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. GLC shall review, at minimum every fifth year, its policy on pupil suicide and, if necessary, update its policy.

Prevention of Human Trafficking

GLC shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

GLC will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6

Nutritionally Adequate Free or Reduced Price Meal

GLC shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

GLC shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If, assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for GLC. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Blood Borne Pathogens

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

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

Drug-, Alcohol-, and Smoke-Free Environment

GLC shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

GLC shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or the California Building Standards Code. GLC agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. GLC shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

GLC is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characters of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GLC shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GLC (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GLC's discrimination and harassment policies.

Bullying Prevention

GLC shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

GLC shall actively seek to match the racial and ethnic balance of the general population residing in the territorial jurisdiction of the District. This shall be accomplished through an open enrollment policy and active outreach activities and recruitment of students throughout the District and the other areas served by GLC. Recruitment activities shall include, but not be limited to:

- Development of promotional and informational material with use of newspaper advertisements, flyers, website and radio advertisements that appeals to the racial and ethnic groups represented in GLC's service area.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies;
- Outreach meetings for prospective students and parents held in target neighborhoods.
- Development and launch of website with multilingual access via a translation button.
- Use of social media such as; the GLCN Facebook page and Instagram.
- Allocation of specified funds within the Budget for the purpose of developing promotional and informational materials. As well as using said funds to distribute said materials via community meetings and school conferences.
- Participation in and promotion of National Schools Choice Week in January of each calendar year.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

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

GLC shall admit all students who wish to attend GLC. No test or assessment shall be administered to students prior to acceptance and enrollment into GLC. GLC will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. As required by Education Code Section 51747.3, GLC shall only admit and enroll students who reside in Los Angeles County and adjacent counties. In accordance with Education Code Section 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

GLC shall require students who wish to attend GLC to complete an application form. The application form asks only for student and parent legal names, birthdate, address, district of residence, previous school, and grade of student. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of records¹

Enrollment is finalized when forms are complete and the parent and student, and Personalized Learning Teacher and other persons who have direct responsibility for providing assistance to the student sign the Master Agreement.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, GLC will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending GLC
2. Residents of the District
3. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Commented [WKS28]: The governing law for this Element changed in 2018, and we now have to describe lottery procedures. This paragraph is intended as a sample only; please review and revise to reflect intended practice.

Commented [DB29R28]: Let's discuss

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during

¹ GLC shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on GLC's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. GLC will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

GLC will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

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

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

GLCN shall select an independent auditor through a request for proposal format. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be approved by the State Controller on its published list as an educational audit provider. The auditor will verify the accuracy of GLC's financial statements, accounting practices, revenue-related data collection and reporting practices and will review GLC's internal controls. The audit will include a review of ADA as reported by GLC. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Moreover, the audits will assure that GLC's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Chief Business Officer or designee will review any audit exceptions or deficiencies and report to the Board of Directors with appropriate recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. GLC agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10: PROCEDURES BY WHICH STUDENTS CAN BE SUSPENDED OR EXPELLED

***Governing Law:** The procedures by which pupils can 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 state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Compliance with GLC's adopted procedures for suspension and expulsion set forth herein shall be the sole process for GLC to involuntarily dismiss, remove, or otherwise exclude a student who attends GLC from further attendance at GLC for any reason, including but not limited to, disciplinary and academic causes. In no event shall GLC adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends GLC from further attendance at GLC separate from or in addition to GLC's procedures for suspension and expulsion.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at GLC. In creating this policy, GLC has

reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* GLC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as GLC's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. GLC staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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

GLC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office and through the GLC website.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder

requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsions as enumerated below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Executive Director's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For

the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by GLC.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

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

The conference may be delayed if the Executive Director or designee determines that an

emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended before conducting this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). In the event the conference is delayed due to an emergency situation, the conference shall be held within two (2) school days of the initiation of the suspension, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with GLC officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student’s guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

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

For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Charter School shall: provide timely, written notice of the charges against the student and an explanation of the student’s basic rights; and provide a hearing adjudicated by a neutral officer

within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate, in accordance with Education Code Section 47605(b)(5)(J)(ii).

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial GLCN Board following a hearing before it or by the GLCN Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the GLCN Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the hearing procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions pursuant to the suspension procedures described above.

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

deemed served upon the student. The notice shall include:

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. GLC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, GLC must present evidence that the witness' presence is both desired by the witness and will be helpful to GLC. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. If the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted

and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

GLC shall maintain records of all student suspensions and expulsions at GLC. Such records shall be made available to the District upon request.

K. No Right to Appeal

The student shall have no right of appeal from expulsion from GLC as the GLCN Board's decision to expel shall be final.

L. Expelled Students/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon GLC's capacity at the time the student seeks readmission.

O. Notice to Teachers

GLC shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or GLC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. § 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and GLC agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's

IEP/504 Team.

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

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

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

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

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

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

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

ELEMENT 11: RETIREMENT SYSTEMS

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

Eligible employees shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated employees shall participate in the Public Employees' Retirement System ("PERS") and federal social security. GLC makes all employer contributions required by STRS, PERS, or Social Security as applicable to the position. GLCN shall also make the employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. Compensation and employee benefits are set by the GLCN Board of Directors. Employees and GLCN will contribute at the rates established by STRS or PERS.

The Chief Business Officer or designee shall be responsible for ensuring that the aforementioned deposits are made as required.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

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

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to GLC. Employment by GLCN provides no rights of employment at any other entity, including any rights in the case of closure of GLC.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

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

Disputes Between GLC and the District

GLC and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between GLC and the District, GLC staff, employees and Board members of GLC and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Governing Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the matter will be addressed in accordance with the laws and regulations pertaining to charter revocation. Further, GLC requests that the existence of a disputed issue that could lead to charter revocation shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and GLC. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and GLC.

Internal Dispute Resolution

The GLCN Board of Directors shall maintain policies and processes for airing and resolving disputes, other than those between the District and GLC which are covered above. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at GLC will be provided with a copy of GLC's policies and internal dispute resolution process.

The District will refer all disputes not related to a possible violation of the charter or law or to the operation of the Charter School or the District's oversight obligations to GLC's Executive Director for resolution according to GLC's internal dispute resolution process. The District agrees not to intervene in the dispute without the consent of the GLCN Board unless the matter relates to a possible violation of the charter or law or to the operation of the Charter School or the District's oversight obligations.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: 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. Education Code 47605(b)(5)(O).

The following procedures shall apply in the event GLC closes. The following procedures apply regardless of the reason for closure. In addition to the following procedures, GLC shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school.

Closure of GLC ("Closure Action") will be documented by official action of the GLC Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

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

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

As soon as reasonably practical, GLC will prepare final financial records. GLC will also have an independent audit completed within six months after closure. GLC will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant, who meets all of the requirements specified in Element 9 for the conduct of GLC's annual audits, selected by GLC and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to GLC. Any liability or debt incurred by GLC shall be the responsibility of GLC and not the District. GLC understands and acknowledges that GLC will cover the outstanding debts or liabilities of GLC. Any unused monies at the time of the audit will be returned to the appropriate funding source. GLC understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

GLC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of GLC, all assets of GLC, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GLC, remain the sole property of the GLCN nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (c) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

As specified by the Budget in Appendix H, GLC will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

A. Budgets and Financial Reporting

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

Attached, as Appendix H, please find the following documents:

- Budget narrative;
- Projected budget; and
- Financial projections and cash flow for five years of operation.

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These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

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

GLC shall provide reporting to the District as required by law and as requested by the District, including but not limited to the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

GLC agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

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

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

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

GLC shall provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff

GLCN shall manage the business aspects on behalf of GLC on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, business and executive management, technology, and administrative services from GLCN at its Business Office located at 1826 Orange Tree Lane, Redlands, California 92374. Such services shall be carried out by GLCN staff with oversight and monitoring by the GLCN Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the GLCN Board of Directors.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

D. Facilities

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

Education Code sections 47605, subdivisions (d)(1) and (d)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevent the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a nonclassroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including learning centers and study areas. (Education Code Section 51746, as specifically applied to charter schools by Education Code Section 47612.5(b).) These facilities allow a nonclassroom-based independent study charter school to provide a space for meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that "the independent study option is expected to be equal or superior in quality to classroom instruction." (California Department of Education Personalized Learning Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As GLC is a non-classroom based/personalized learning charter school, GLC and the District understand and agree that GLC must serve any interested students throughout Los Angeles County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, GLC must provide appropriate services and resources to enable GLC's students to complete their independent study successfully. As such, GLC utilizes resource centers to facilitate its independent study program and offer support services to students including, but not limited to, testing, tutoring, enrichment, special education services, and teacher-student meetings.

GLC shall locate and operate one resource center within Los Angeles County per Education Code Section 47605.1(d), as follows:

Antelope Valley Resource Center
3700 W. Avenue L
Lancaster, CA 93534

The Certificate of Occupancy, Insurance and all other records will be kept on file by GLC. GLC will maintain active safety plans on file and will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

All facilities operated by GLC shall be located in accordance with the location and geographic and site limitations of the Charter Schools Act of 1992, including Education Code Sections 47605 and 47605.1. The change of location of any existing facilities, including Resource Centers, used for the education of GLC students and the addition of any new such facilities, shall constitute a material revision to the Charter. GLC shall not relocate any currently operating Resource Centers or open any new Resource Centers or other facilities to be used for the education of students without first obtaining approval from the District Governing Board as a material revision to this Charter, which approval shall not be unreasonably withheld.

E. Oversight and Reporting

GLC will receive funding pursuant to Education Code Section 47630 *et seq.* and its successors and will opt to receive its funding directly from the state. Any funds due to GLC that flow through the

District shall be forwarded to GLC in a timely fashion.

GLC shall pay an annual oversight fee to the District up to any maximum permitted by law (currently described and limited in Education Code Section 47613 to its annual costs not to exceed one percent (1%) of all state and federal revenues). GLC acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The District may inspect or observe any part of GLC at any time during regular business hours, with or without prior notice or at any mutually agreeable time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of GLC Board of Directors, except with respect to persons or entities with whom District may contract for the provision of services to students with exceptional needs.

F. Potential Civil Liability Effects

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

GLC shall be operated by GLCN, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

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

Further, the Charter School and the District may enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of GLCN shall provide for indemnification of GLCN's Board, officers, agents, and employees, and GLC will purchase general liability insurance, Board Members and Officers insurance to secure against financial risks.

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

The GLCN Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

G. Free Schools Guarantee

GLC shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School program.

CONCLUSION

By approving this Charter renewal petition, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; create new professional opportunities for teachers; and provide parents and students with expanded choices in education and following the directive of law to encourage the creation of charter schools. GLC is pleased to continue to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, GLC pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2020 through June 30, 2025.