

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

Gorman Learning Center San Bernardino/Santa Clarita
A California Public Charter School

Petition for Renewal Submitted: November 14, 2019

Submitted to the Lucerne Valley Unified School District



TABLE OF CONTENTS

Affirmations and Declaration	4
Introduction	7
Element 1: Educational Program Description	14
School Purpose.....	14
Mission.....	14
Vision.....	15
Motto.....	15
Target Student Population.....	16
Overview of Educational Program	18
An Educated Person in the 21 st Century	19
How Learning Best Occurs	19
Annual Goals and Actions in the Eight State Priorities.....	30
Academically Low Achieving Students	31
Academically High Achieving Students.....	36
Homeless Students.....	36
English Learners.....	37
Students with Disabilities	44
Element 2: Measurable Student Outcomes	51
Element 3: Methods of Measuring Student Progress.....	51
Element 4: Governance Structure.....	62
Element 5: Employee Qualifications	70
Element 6: Health and Safety Procedures.....	79
Element 7: Means to Achieve Racial and Ethnic Balance	84
Element 8: Admission Requirements.....	85
Element 9: Annual Independent Financial Audits.....	88
Element 10: Procedures by Which Students can be Suspended or Expelled	89
Element 11: Retirement Systems.....	109
Element 12: Public School Attendance Alternatives	110
Element 13: Employee Return Rights.....	111

Element 14: Dispute Resolution Procedures	112
Element 15: Closure Procedures.....	114
Miscellaneous Provisions.....	117
Budget and Financial Reporting.....	117
Insurance	118
Administrative Services.....	118
Facilities.....	118
Oversight and Reporting.....	120
Potential Civil Liability Effects.....	121
Free Schools Guarantee	121
Conclusion.....	122

Appendices

- Appendix A: Master Agreement**
- Appendix B: Academic Achievement Plan**
- Appendix C: Curriculum and UC a-g Courses**
- Appendix D: Graduation Requirements**
- Appendix E: Articles of Incorporation**
- Appendix F: Board Bylaws**
- Appendix G: Conflict of Interest Code**
- Appendix H: Board of Directors Biographies**
- Appendix I: Budget**

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Denice Burchett, hereby certify that the information submitted in this petition for a California public charter school to be named Gorman Learning Center San Bernardino/Santa Clarita (“GLC SB/SC” or the “Charter School”), operated by Gorman Learning Charter Network, Inc., and authorized by the Lucerne Valley Unified School District (“LVUSD” 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 SB/SC will follow any and all federal, state, and local laws and regulations that apply to GLC SB/SC, including but not limited to:

- GLC SB/SC 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 SB/SC for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- GLC SB/SC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GLC SB/SC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GLC SB/SC shall admit all students who wish to attend GLC SB/SC, unless GLC SB/SC 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 SB/SC 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 SB/SC 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 of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of GLC SB/SC in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC shall ensure that teachers in GLC SB/SC 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 SB/SC shall at all times maintain all necessary and appropriate insurance coverage.
- GLC SB/SC 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 SB/SC without graduating or completing the school year for any reason, GLC SB/SC 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 SB/SC 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 SB/SC shall, on a regular basis, consult with its parents and teachers regarding GLC SB/SC's education programs. [Ref. Education Code Section 47605(c)]
- GLC SB/SC shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- GLC SB/SC shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- GLC SB/SC 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 SB/SC shall comply with the Public Records Act.
- GLC SB/SC shall comply with the Family Educational Rights and Privacy Act.
- GLC SB/SC shall comply with the Ralph M. Brown Act.
- GLC SB/SC shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- GLC SB/SC shall comply with the Political Reform Act.
- GLC SB/SC shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- GLC SB/SC 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 Lucerne Valley Unified School District for the renewal of the charter for Gorman Learning Center San Bernardino/Santa Clarita, an independent study charter school designed to serve students in grades K-12 throughout San Bernardino 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, which has been authorized by the Gorman Joint Unified School District since February 9, 2000.

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 SB/SC, 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.

Redlands Resource Center

Redlands Resource Center (RRC) is experiencing growth both in regional student attendance and the variety of courses they offer. RRC was established in 2013 to meet the need of families desiring greater support and student interaction. Currently the center serves almost 300 students with supplemental interactive workshops, including a-g approved high school workshops, held either one-day-per-week or two-days-per-week for all grade levels. Offered Elective workshops include: robotics programing, STEAM, dance, and glee. Career Technical Education (“CTE”) workshops are offered in Drama, Videography, and Art. Tutoring is offered for all Gorman students. The center is focused on offering California Common Core State Standards (CCSS) project-based learning opportunities for all students.

Santa Clarita Resource Center

SCRC is a thriving center that provides opportunities for interactive learning and student interactions. First established in 2010, this Resource Center has grown consistently each year, and currently serves almost 500 students. Students who opt to utilize this Resource Center can choose to participate in a variety of supplemental workshops ranging from one-day-per-week elementary group workshops to two-days-per-week higher level workshops, including a-g approved high school workshops. Elective offerings include art, ASL, Music, Cooking, Gardening, Photography, Leadership, and more. Tutoring is made available here for all Gorman students. Special events are also offered for Gorman families, including Parent Training Workshops, Family Movie Nights, a College Fair, and several festivals and gatherings throughout the year. This Resource Center has proven to be a valuable resource for Gorman students, families and staff members.

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 SB/SC 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 that 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 San Bernardino/Santa Clarita

- GLC SB/SC had its initial Western Association of Schools and Colleges (WASC) visit on September 13, 2018. As a result of the visit, GLC SB/SC was approved for initial accreditation through June 30, 2022.
- Granted 100% state funding by the State Board of Education for the first year on the SB 740 Funding Determination.
- Clean financial audits for the first year.
- 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.

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 EL Came in at 1st 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:

2018-2019: Data not available

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:

2018-2019: 1,268.03

Charter Renewal Criteria

GLC SB/SC opened its doors in 2018. As such, because the Charter School has not operated for four years, it is not required to meet the academic threshold criteria for renewal, as set forth in Education Code Sections 47607(b) and 52052(f).

Development Team

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. Ncube 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.

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.

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.

Olivia Duran received her Multiple Subject credential with a CLAD emphasis from the University of Riverside. Olivia has 17 years of teaching experience. She started with Gorman Learning Charter Network in 2003 and has held various positions throughout the years. Olivia has served GLCN as a Facilitator, a Mentor Teacher, a Personalized Learning Teacher, a Regional Administrator, and worked on several leadership committees, including the Budget Committee and the WASC Leadership Team. Olivia is currently serving as a Regional Administrator, supervising nearly 40 Personalized Learning Teachers ("PLTs") throughout San Bernardino, Los Angeles, and Orange Counties, as well as supervising a resource center in Redlands. She has been a BTSA/CTI Reflective Coach and Agency Representative for 10 years working with new teachers to clear their credential. Olivia's passion is for mentoring and teaching, and her role in administration has allowed her to come alongside many new teachers as they begin their journey in education. Olivia's desire to develop a clear vision for GLCN's new school, and to keep GLCN's families, students, and teachers the focus of said vision, is why she is on this development team.

Tricia Schroeder has worked in the education field for 25 years. She has served as a classroom teacher, Mentor Teacher, Mentor Program Coordinator, Curriculum Team Member, Test Site Coordinator and worked on several leadership committees, including the Budget Committee and the WASC Leadership Team. Tricia holds a California Clear Multiple Subject Teaching Credential, CLAD Certification, and a Master's Degree in Education. Currently serving as a

Regional Administrator for Gorman Learning Charter Network, Tricia supervises 40 Personalized Learning Teachers and oversees a Resource Center of over 550 students. As Regional Administrator, she also oversees two department budgets and a team of Mentor Teachers, Subject Expert Teachers, a Community Liaison and a High School Counselor. Tricia has worked to develop a support system for both new and experienced teachers and staff, as well as promote trust and collaboration through team building, utilizing a democratic and affiliative style of leadership. Helping to create a new Charter School that promotes those same values and offers those same opportunities that have made Gorman Learning Charter Network such a successful option for families and employees is why Tricia is a part of this development team.

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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC'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 SB/SC 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 SB/SC 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 SB/SC prepares students with the 21st century skills necessary for higher education and career readiness.

c. Motto

"BRINGING ACADEMIC EXCELLENCE HOME"

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

GLC SB/SC estimates a total of 1,300 students to enroll in the 2019-2020 school year. The program may expand to serve additional students as permitted based on available funding.

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

GLC SB/SC 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 SB/SC 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 SB/SC recently had a graduate participate in the 2018 Winter Olympics. The student qualified in the half-pipe snowboarding division.

GLC SB/SC 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 freight, used the GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC, through enrollment and Master Agreements, accept primary responsibility for their children's education. GLC SB/SC will support its students and parents with appropriate educational materials and a team of Personalized Learning Teachers and specialists. The GLC SB/SC 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 SB/SC 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 SB/SC that clearly describes the student's individual educational goals and curriculum for one year of the student's enrollment with GLC SB/SC. 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 SB/SC 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 San Bernardino/Santa Clarita 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 SB/SC shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and GLC SB/SC must file for a funding determination as a condition of funding. GLC SB/SC 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 SB/SC 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 SB/SC 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 San Bernardino/Santa Clarita are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. Gorman Learning Center San Bernardino/Santa Clarita 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 SB/SC 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 SB/SC 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.

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 recommended 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 SB/SC'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 SB/SC 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. Accellus 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.

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)

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.

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 SB/SC'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 colleges.
4. Odysseyware Academy (CTE courses)

iv. Science

By following 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.

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

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 SB/SC 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 SB/SC.

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.

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

g. High School Guidance Department – Transferability of Courses

All high school students at GLC SB/SC 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 SB/SC, 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 SB/SC 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 SB/SC’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 SB/SC 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).
 - 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 SB/SC 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 from 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 RtI 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 SB/SC 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 SB/SC 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

Foster Youth

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

All parents or guardians enrolling a student in GLC SB/SC 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 SB/SC 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 SB/SC 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.

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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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 Learnings. 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 SB/SC, 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 San Bernardino/Santa Clarita 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC’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 SB/SC shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC. 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 SB/SC 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 SBSC 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 polices 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 SB/SC provides services to special needs students based on each student's individual needs, challenges and strengths. The continuum of service at GLC SB/SC 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 SB/SC 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 SB/SC benchmark assessments; (b) GLC SB/SC 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 SB/SC'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 SB/SC'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 SB/SC'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 SB/SC, including numerically significant student subgroups. The metrics associated with these goals will help GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC shall submit the LCAP to the District and San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GLC SB/SC.

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: Student achievement	Priority 5: Student engagement	Priority 6: School climate	Priority 7: Course access	Priority 8: Other student 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	7 points growth from previous year	7 points growth from previous year

	or more until 0 or better	or more until 0 or better	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 SB/SC shall administer the mandated state assessments and shall also meet any required State Standards. GLC SB/SC 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 SB/SC 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 obtainment of State Standards.

The following are a variety of methodologies that help Gorman Learning Center San

Bernardino/Santa Clarita 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC is dedicated to understanding and using data to improve the instructional program and overall achievement of our students. GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC Budgetary Cost Analysis. This data will be analyzed quarterly by administrative leadership to evaluate and monitor alignment between our LCAP Goals, GLC SB/SC Strategic Plan, and GLC SB/SC 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 SB/SC 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 SB/SC and Gorman Learning Center) network organized as a single nonprofit corporation, as described herein.

GLC SB/SC 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 SB/SC. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of GLC SB/SC, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by GLC SB/SC 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 SB/SC 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 SB/SC, authorized by the governing board of the Lucerne Valley Unified 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;
- 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 SB/SC 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/Parent Representative	November 2017-June2020
Joshua Stegner	Vice President/Treasurer/Parent Representative	November 2017-June 2020
Dori Burnett	Secretary	July 2018-June 2021
Carlos Bravo	Community Member	September 2019-June 2021
Jennifer Ferguson	Parent Representative	September 2019-June 2021
Tiffany Gray	Parent Representative	July 2019-June 2022
Joseph-Edward Sloan	Parent Representative	July 2019-June 2022

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.

5. Conflict of Interest Code

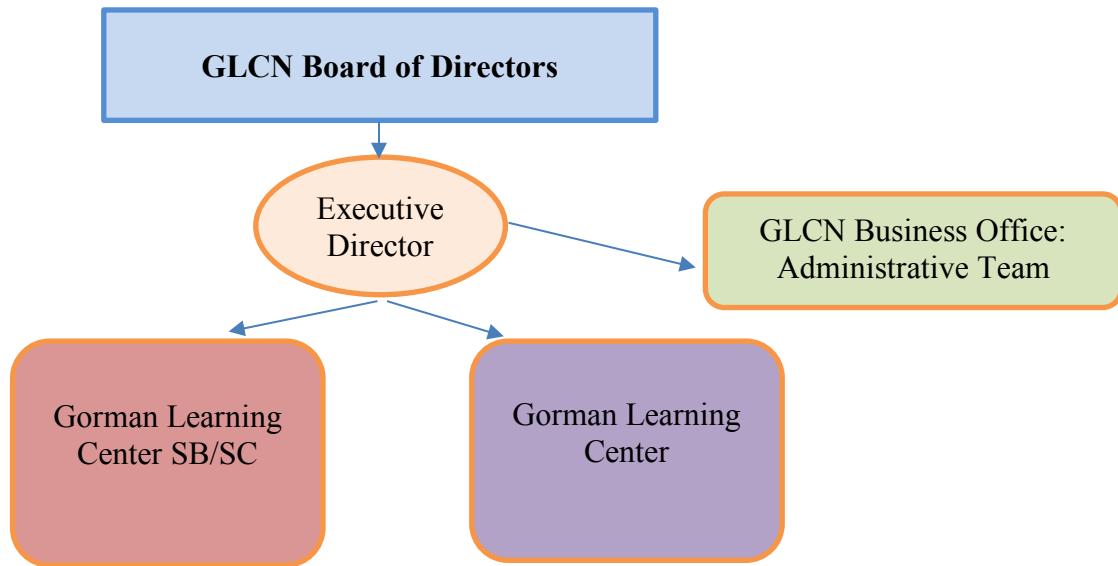
The Board has adopted a Conflict of Interest Code, which complies with the Political Reform Act, the Corporations Code conflict of interest rules, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflict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

Appendix F.

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 SB/SC and its non-profit network home office, GLCN, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through GLC SB/SC. GLC SB/SC, 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 SB/SC 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 SB/SC 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 SB/SC, 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 ParentSquare, 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 the opportunity to join GLC SB/SC'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 SB/SC shall be nonsectarian in its employment practices and all other operations. GLC SB/SC 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 SB/SC reserves the right to recruit, interview, and employ the best qualified person to fill any of its position vacancies.

Core Teacher Qualifications

GLC SB/SC 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 SB/SC 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 SB/SC 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

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 SB/SC 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 SB/SC.

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 SB/SC 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 SB/SC, 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 SB/SC. 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,, 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 (both San Bernardino Region and Santa Clarita 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 SB/SC 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 assess PLTs and prescribe instructional and effective corrections

Experience:

Three years or more of service as a GLC SB/SC 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 SB/SC. 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 SB/SC 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 San Bernardino/Santa Clarita 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC will comply with any new laws created by Senate Bill 276 (“SB 276”) as they become effective.

Medication in School

GLC SB/SC will adhere to Education Code Section 49423 regarding administration of medication in school. GLC SB/SC 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 SB/SC will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by GLC SB/SC.

Diabetes

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

Prevention of Human Trafficking

GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

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

Facility Safety

GLC SB/SC shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or the California Building Standards Code. GLC SB/SC 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 SB/SC shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

GLC SB/SC 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 SB/SC shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GLC SB/SC (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 SB/SC's discrimination and harassment policies.

Bullying Prevention

GLC SB/SC 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 SB/SC 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 SB/SC. 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 SB/SC'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 SB/SC 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 SB/SC shall admit all students who wish to attend GLC SB/SC. No test or assessment shall be administered to students prior to acceptance and enrollment into GLC SB/SC. GLC SB/SC 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 SB/SC shall only admit and enroll students who reside in San Bernardino 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 SB/SC shall require students who wish to attend GLC SB/SC 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 SB/SC 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 SB/SC
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.

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

¹ GLC SB/SC 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.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on GLC SB/SC'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 SB/SC 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 SB/SC 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 SB/SC will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of GLC SB/SC 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 SB/SC's financial statements, accounting practices, revenue-related data collection and reporting practices and will review GLC SB/SC's internal controls. The audit will include a review of ADA as reported by GLC SB/SC. 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 SB/SC'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 San Bernardino 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 SB/SC 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 SB/SC 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 SB/SC's adopted procedures for suspension and expulsion set forth herein shall be the sole process for GLC SB/SC to involuntarily dismiss, remove, or otherwise exclude a student who attends GLC SB/SC from further attendance at GLC SB/SC for any reason, including but not limited to, disciplinary and academic causes. In no event shall GLC SB/SC adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends GLC SB/SC from further attendance at GLC SB/SC separate from or in addition to GLC SB/SC'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 SB/SC. In creating this policy, GLC

SB/SC 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 SB/SC 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 SB/SC'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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC.
 - 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 SB/SC SB/SC.
 - 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 SB/SC 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 SB/SC'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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC must present evidence that the witness' presence is both desired by the witness and will be helpful to GLC SB/SC. 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 SB/SC.

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 SB/SC shall maintain records of all student suspensions and expulsions at GLC SB/SC. 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC's capacity at the time the student seeks readmission.

O. Notice to Teachers

GLC SB/SC 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 SB/SC 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 SB/SC 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 alterative 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 SB/SC, 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 SB/SC, 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 SB/SC, 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 SB/SC 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 SB/SC agree to a change of placement as part of the modification of the behavioral intervention plan.

If GLC SB/SC, 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 SB/SC 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 SB/SC 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 SB/SC, 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 SB/SC 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 SB/SC's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GLC SB/SC had knowledge that the student was disabled before the behavior occurred.

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

GLC SB/SC 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 SB/SC 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)(L).

No student may be required to attend GLC SB/SC. Students who reside within the District who choose not to attend GLC SB/SC 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 SB/SC 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 SB/SC, 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 SB/SC. Employees of the District who choose to leave the employment of the District to work at GLC SB/SC will have no automatic rights of return to the District after employment by GLC SB/SC 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 SB/SC that the District may specify, any rights of return to employment in a school district after employment in GLC SB/SC that the District may specify, and any other rights upon leaving employment to work in GLC SB/SC 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 SB/SC. Employment by GLCN provides no rights of employment at any other entity, including any rights in the case of closure of GLC SB/SC.

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 SB/SC and the District

GLC SB/SC 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 SB/SC and the District, GLC SB/SC staff, employees and Board members of GLC SB/SC 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 SB/SC 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 SB/SC. 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 SB/SC.

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 SB/SC 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 SB/SC will be provided with a copy of GLC SB/SC'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 SB/SC's Executive Director for resolution according to GLC SB/SC'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 SB/SC closes. The following procedures apply regardless of the reason for closure. In addition to the following procedures, GLC SB/SC 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 SB/SC (“Closure Action”) will be documented by official action of the GLC SB/SC 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 SB/SC will promptly notify parents and students of GLC SB/SC, the District, the San Bernardino County Office of Education, GLC SB/SC’s SELPA, the retirement systems in which GLC SB/SC’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 SB/SC will ensure that the notification to the parents and students of GLC SB/SC 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 SB/SC.

GLC SB/SC 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 SB/SC 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 SB/SC will ask the District to store original records of GLC SB/SC students. All student records of GLC SB/SC SB/SC shall be transferred to the District upon GLC SB/SC’s closure. If the District will not or cannot store the records, GLC SB/SC 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 SB/SC will prepare final financial records. GLC SB/SC will also have an independent audit completed within six months after closure. GLC SB/SC 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 SB/SC's annual audits, selected by GLC SB/SC 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 SB/SC. Any liability or debt incurred by GLC SB/SC shall be the responsibility of GLC SB/SC and not the District. GLC SB/SC understands and acknowledges that GLC SB/SC will cover the outstanding debts or liabilities of GLC SB/SC. Any unused monies at the time of the audit will be returned to the appropriate funding source. GLC SB/SC 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 SB/SC will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of GLC SB/SC, all assets of GLC SB/SC, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GLC SB/SC, 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 (e) 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 SB/SC.

As GLC SB/SC is operated by GLCN, a non-profit public benefit corporation, should the corporation dissolve with the closure of GLC SB/SC, 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 SB/SC 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.

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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC is a non-classroom based/personalized learning charter school, GLC SB/SC and the District understand and agree that GLC SB/SC must serve any interested students throughout San Bernardino County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, GLC SB/SC must provide appropriate services and resources to enable GLC SB/SC’s students to complete their independent study successfully. As such, GLC SB/SC 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 SB/SC shall locate and operate one resource center within San Bernardino County per Education Code Section 47605.1(d), as follows:

Redlands Resource Center (and GLCN Business Office)
1826 Orange Tree Lane
Redlands, CA 92374

In addition, GLC SB/SC shall locate one resource center within Los Angeles County per Education Code Section 47605.1(c), as follows:

Santa Clarita Resource Center
16530 Lost Canyon Road
Santa Clarita, CA 91387

GLC SB/SC represents and affirms that its Redlands Resource Center complies with all requirements of Education Code Section 47605.1(d), in that GLC SB/SC has attempted to locate a single site or facility within the boundaries of the District to house its entire program, but such a facility or site is unavailable in the area in which GLC SB/SC chooses to locate. GLC SB/SC further represents and affirms that it has complied with all notification requirements in order to operate the site outside of the District’s boundaries but within San Bernardino County pursuant to Education Code Sections 47605(a)(5) and 47605.1(d), including providing the requisite notice to the State Superintendent of Public Instruction, San Bernardino County Superintendent of Schools and the Redlands Unified School District in which the Redlands Resource Center is located. Specifically, GLC SB/SC represents and affirms that it engaged Guy Arnone/RealtyOne Group to conduct a search within the District’s geographic boundaries for any single site or facility to house

GLC SB/SC's entire program. GLC SB/SC further represents and affirms that the realtor's search resulted in zero (0) properties for lease within the District's boundaries that met its requirements to house the entire program.

Further, GLC SB/SC affirms that its Santa Clarita Resource Center is: (1) used exclusively for the educational support of students who are enrolled in GLC SB/SC's nonclassroom-based independent study program, and (2) GLC SB/SC provides its primary educational services in, and a majority of the pupils it serves are residents of, San Bernardino County.

The Certificate of Occupancy, Insurance and all other records will be kept on file by GLC SB/SC. GLC SB/SC 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 SB/SC 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 SB/SC students and the addition of any new such facilities, shall constitute a material revision to the Charter. GLC SB/SC 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 SB/SC 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 SB/SC that flow through the District shall be forwarded to GLC SB/SC in a timely fashion.

GLC SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC or for claims arising from the performance of acts, errors or omissions by GLC SB/SC if the authority has complied with all oversight responsibilities required by law. GLC SB/SC 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 SB/SC.

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 SB/SC 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 SB/SC 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 SB/SC 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 SB/SC 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.

Appendix A: Master Agreement



Gorman Learning Center^{*} Master Agreement for Independent Study

Student: DELETE, DELETE

Student Number:

Address: DELETE

Location: DELETE, CA 91384

1st Phone Number: (818) 438-1234

DOB: 01/25/2010

Program Placement: General Education

Contract Term: Semester 2 (Spring)

Beginning Date: 04/23/2019

End Date: 06/07/2019

Year: 2018 - 2019

2nd Phone Number:

Grade Level: 3

School for Classroom Option: William S. Hart Union High

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established charter school's governing board and are consistent with charter school standards as outlined in the charter school's subject/course descriptions or with the charter school's standards where applicable. Student Assignment and Work Record forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "course value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule

k-8 math

K-8 Language Arts

K-8 Science

K-8 Social Studies

Physical Education

Category

Mathematics

Language Arts

Science

Social Studies

Physical Education

Course Value

37 Weeks

37 Weeks

37 Weeks

37 Weeks

37 Weeks

~~topics~~ ~~provided~~

Method of study: Specific methods of study will be designated on the Student Assignment and Work Record forms and are incorporated herein. Examples of methods of study for the student will include but are not limited to: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Learning Center Courses.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all.

Assignments and specific resources will be designated on the Student Assignment and Work Record forms and are incorporated herein.

Method of Evaluation: Academic evaluations will be designated on the Student Assignment and Work Record forms and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Teacher Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Quizzes, Labs, Finals.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One, Small Group, Email, Fax, Online. Time: 2:00pm. Day: First Thursday of the Learning Period. Frequency: Once. Duration: Semester 2 (Spring). Location: library.

*CHANGE Gorman Learning Center (GLC) to Gorman Learning Charter Network (GLCN) throughout this document.

**CHANGE Independent Study Teacher (IST) to Personalized Learning Teacher (PLT) throughout this document.

Voluntary Statement It is understood that independent study is a voluntary educational alternative and that a classroom option is always available at the student's home district. No student shall be required to participate in Independent Study. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Educational Code Section 48915 or 48917, the agreement shall also include the statement that instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Assignments: According to the charter school's policy for grades TK through 12, the maximum length of time allowed from the date work is assigned to the date work is due is 20 school days, unless an exception is made in accordance with the charter school's policy. After 3 missed meetings or assignments, as per board policy, an evaluation will be made to determine whether independent study is an appropriate strategy for the student. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Supervising Teacher Signature

Date

Other Signature

Date



Gorman Learning Center^{*} Acknowledgement of Responsibilities

Student: DELETE, DELETE

Student Number:

Address: DELETE

Location: DELETE, CA 91384

1st Phone Number: (818) 438-1234

DOB: 01/25/2010

Program Placement: General Education

Students Agreement/Responsibilities

Contract Term: Semester 2 (Spring)

Beginning Date: 04/23/2019

End Date: 06/07/2019

Year: 2018 - 2019

2nd Phone Number:

Grade Level: 3

School for Classroom Option: William S. Hart Union High

- I voluntarily request participation in this independent study program and have read and understand the terms of the Master Agreement for Independent Study.
- I will complete all course work outlined in the master agreement, and as assigned to me in the periodic Student Assignment and Work Record by the due date.
- I will engage and participate in the scheduled meetings in a respectful and appropriate^{**} manner. **
- I will organize my work for the Gorman Learning Center Independent Study Teacher (GLC IST) to see and discuss when we have meetings. My work portfolio, due every learning period, will include the entire body of work I have completed during that learning period.

Parent/Legal Guardians Agreement

I agree to the above conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the^{**} Independent Study Teacher (IST). This includes but is not limited to the daily updating of the student learning log.
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the^{**} Independent Study Teacher prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my student's scheduled meetings at a mutually agreed upon location reflected on the face of the master agreement and that lack of transportation is not an acceptable reason for failing to meet with the Independent Study Teacher.^{**}
- I have the right to appeal any decision about my student's placement in accordance with the school's policies and procedures.
- I will engage and participate in the scheduled meetings in a respectful and appropriate manner. I am responsible for evaluation of daily work, notating the score at the top of each piece of work, and will ensure that my student understands the material before continuing on to the next topic.
- In addition to the methods of evaluation already stated on the Master Agreement, Gorman students in grades 3 and above will be required to keep a portfolio of their writing assignments. Each month students will respond to one of the prompts or revise a previous prompt. These will be reviewed by their IST.^{**} Twice a year, students in grades 7 through 12, will formally submit a prompt for review and feedback regarding progress towards the State Writing Standards.

- I am liable for the cost of replacement or repair for willfully damaged, lost or destroyed books, software and other school property loaned to my student.
- I acknowledge that all non-consumable resources and materials are property of the school and all materials must be returned to the school upon notice of withdrawal.
- I understand that Independent Study is an optional educational alternative in which no pupil may be required to participate. By signing this agreement, I acknowledge this is a family choice. By choosing to enroll, I commit to all Gorman Learning Center (GLC) procedures and practices.
- I understand that I am responsible for disclosing any information that may affect my student's educational needs including but not limited to public or private Special Education services or evaluations, 504 plans and Student Study Team meetings, reports and recommendations. This is required prior to enrollment in Gorman Learning Center.* If full disclosure is not received, re-evaluation for best placement with possible withdrawal will occur.
- I am responsible to provide an environment which supports achievement including involvement in outside activities and positive use of extracurricular time.
- I understand that GLC* is a public school and as such fully participates in all required state and national testing such as CAASPP, and PFT.
- I understand that GLC* uses benchmark assessments to support student achievement.

Please read each statement:

- I understand that if a meeting date is postponed, interim assignments and work are required.
- I understand that the meeting dates and time should be changed rarely and only in the case of an emergency.
- I understand that a minimum of 80% of all assignments must be completed by student and be brought to each learning period meeting or a filing of a Missing Assignment Report will result.
- I understand that a missed or chronic meeting rescheduling will result in the filing of a Missing Meeting Report with a strict five school day window for meeting makeup.
- I understand that all students are expected to participate in all school and state testing.
- I understand that my student is required to bring, in an organized manner, all assignments completed during that learning period to each meeting with the IST**, or receive a Missing Assignment Report with a strict five day school window for compliance.
- Students may not have access to, read or copy information from an Answer Key or Teacher's Edition. The use of an Answer Key or Teacher's Edition by a student is academic dishonesty and subject to disciplinary measures up to and including disenrollment from the school.
- Students who are not making adequate progress may be required by their IST or administration to participate in an intervention program.

Independent Study Teachers Agreement**

- The Independent Study Teacher** (IST)** will assign a body of work to be completed within the timeframe of this agreement while providing high quality oversight, state standards based curriculum and strategies for successful homebased learning.
- The IST** will evaluate work in a timely manner as well as personally judge the time value of students' work.
- The IST** will notify the student and parent/legal guardian of the academic credit granted for work completed, including grade assigned or given.
- The IST** will assess student education level and assign appropriate curriculum as necessary as well as administer benchmarks and state mandated testing.

We, the undersigned, understand and voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Teacher Signature

Date

Other Signature

Date

Appendix B: Academic Achievement Plan

Goal 1	Increase efficacy of the Personalized Learning Model to improve teaching and learning	Metrics & Indicators	Timeline & Benchmarks	Who is going to do this?
Strategy 1	Provide access to standards-aligned curriculum to all students			
Activity 1a	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.	1. Percentage of boxed set and bundle curriculum which is standards-aligned (should be 100%); 2. 1-5 Rating of implementation of CCSS on Dashboard (should improve or be 5 every year)	In December 2019, assess current box sets and bundles to determine which curriculum needs to be updated or replaced with standards-aligned curriculum. In January and February 2020, analyze replacement options. In March 2020, finalize selection and quantity for ordering. By May 2020, obtain materials for the following year.	Subject Expert Teacher (SET) take the lead for each subject, Regional Director (RD) establish Growth Group membership, Growth Group investigates curriculum options and recommends a selection.
Activity 1b	Develop and adopt English Language Development curriculum options.	1. ELD curriculum options are standards-aligned 2. How many ELD curriculum options have been developed (should be 1 or more)	In December 2019, identify grade levels where ELD curriculum is needed. In January and February 2020, analyze curriculum options. In March 2020, finalize selection and quantity for ordering. By May 2020, obtain materials for the following year.	EL Coordinator and ELD Teachers to research ELD curriculum options
Activity 1c	Provide professional development on adopted curriculum.	Responses to Checking for Understanding survey following training on adopted curriculum (should be average of 90% accuracy)	Training materials developed in the month following the selection of new curriculum (April 2020), first stage of training provided to returning PLTs in May 2020, with training provided throughout the first year of implementation.	Curriculum Growth Group provides material for selected curriculum training to RDs. RDs adapt material for PLT training. SETs, curriculum specialists, vendors provide training

Strategy 2	Provide highly effective instruction			
Activity 2a	Ensure all persons in certificated teaching positions are appropriately assigned and credentialed	Teacher misassignment rate (should be 0%) Teachers working without a credential (should be zero)	CALPADS Fall 2 (March 2020)	CALPADS Coordinator runs report. HR screens applicants to ensure credential status. California Teacher Induction program lead ensures preliminary credentials are cleared within required timeframe
Activity 2b	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)	1. Responses to Checking for Understanding survey following training on these topics (should be average of 90% accuracy) 2. Formal and informal observation and evaluation of all staff who provide direct support to students	Training modules to be annually updated in March	Coordinators and Directors of each department responsible for an element of instructor training to develop and provide training materials. RC Supervisors to coordinate RC Facilitator training with support from RDs, observe and evaluate facilitators.
Activity 2c	Personalized Learning Teachers deliver direct instruction and support on a monthly basis to all families. Direct instruction and support should include checking for understanding of academic concepts, reteaching	Responses to Customer Satisfaction survey shows PLTs deliver direct instruction and support on a monthly basis to all families	All PLTs meet with all families at least once at the end of every LP	PLTs
Activity 2d	Provide access to direct instruction and support to students participating in targeted and/or optional programs and services. Programs and Services include: Resource Center workshops, Virtual Resource Center classes, Title I Academic Coaching support, Online Courses, VCI-provided full courses, SPED Resource, AP Courses	1. Analysis of program participation (should conclude that an increasing number or 100% of students performing below grade level are receiving direct instruction to address the deficit) 2. Subgroup benchmark performance analysis (should indicate student performance increases resulting from participation in programs and services)	Students receiving direct instruction from Resource Center workshops, VRC, SPED, and AP and Online courses as of the first day of school. Students receiving Title I Academic Coach services upon identification and qualification for those programs (October of each school year). Students receiving VCI services when deemed appropriate and requested by PLT.	RC Facilitators, VRC Facilitators, Title I Academic Coaches, SPED teachers

Activity 2e	Provide resources to PLTs to help support and guide parents of high-need student groups	Teacher toolbox contents (should include resources to help support and guide parents of high-need student groups)	Teacher toolbox resources developed during 2019-2020 school year. Training on use of resources provided in May for returning PLTs and in August for new and returning PLTs	Directors and Coordinators of GLCN-wide programs and services develop resources relevant to their programs and services. RDs coordinate provision of resources to PLTs
Activity 2f	Train PLTs to design and implement standards-aligned Personalized Learning Plans	Responses to Checking for Understanding survey following training on these topics (should be average of 90% accuracy)	PLPs fully integrated into teacher performance expectations as of the beginning of 2019-2020	RDs develop PLP templates and communicate expectations
Activity 2g	Direct instruction to English Learners provided through an online format, based on proficiency needs of each student	1. EL subgroup benchmark performance analysis (should indicate student performance increases resulting from participation in EL Program) 2. Reclassification Rate 3. ELPAC Results	Online instruction program implemented October 2019	ELD Teachers
Activity 2h	Implement "I Can" Standards and integrate standards between Master Agreements, Report Cards, and Assignment and Work Records	Review of Master Agreements shows adherence to implementation expectations	All MAs K-8 expected to utilize I Can standards throughout 2019-2020 school year	PLTs
Strategy 3	Provide responsive assessment			
Activity 3a	Provide students with support and preparation for assessment, including CAASPP, school benchmark assessments, and Interim Assessments	1. Participation rate in CAASPP (should increase significantly or be 5% or more) 2. Participation rate in school benchmarks and/or Interim Assessments of targeted student groups (should be 95% or more of targeted student groups) 3. Climate Survey results (increasing or high percentage of respondents should indicate feeling prepared for the CAASPP)	Eligible students to have agreed upon plan for test prep by January 24th, 2020	PLTs (plan for test prep)

Activity 3b	In order to increase standards mastery, develop systems and provide training for teaching, assessing, tracking and promoting reteaching of CCSS.	1. Review of WSRs shows progress towards standards mastery is being measured by PLTs 2. Responses to Checking for Understanding survey following training on these topics (should be average of 90% accuracy)	WSRs to be completed at the end of each LP	RDs and content area specialists to provide training
Activity 3c	Utilize NWEA MAP for schoolwide benchmark assessment	NWEA MAP has been integrated into the program	Finalize budget and PDD plan for NWEA implementation in May 2020	Leadership Team
Activity 3d	Provide training to PLTs on support for use of NWEA MAP	Responses to Checking for Understanding survey following training on support for use of NWEA MAP (should be average of 90% accuracy)	Training provided August 2020. NWEA implemented beginning of year 2020-2021.	Regional Directors
Activity 3e	Prepare students for the CAASPP testing environment by simulating the testing environment in the resource center workshops. Culminate with Resource Center based CAASPP Camps (available for RC and non-RC students) to familiarize students with the test	1. Participation rate in CAASPP (should increase significantly or be 5% or more) 2. Climate Survey results (increasing or high percentage of respondents should indicate feeling prepared for the CAASPP)	Introduce testing environment factors to RC Workshops in February 2020. CAASPP Camps to take place in March 2020	RC Supervisors, RC Facilitators
Activity 3f	Conduct public relations outreach campaign to frame testing participation as an act of school spirit and beneficial to the Personalized Learning Model	Participation in CAASPP (should increase 5% or more)	Publication/posting on ParentSquare, Social Media, PLT communication to begin in October and continue throughout the year	PR committee (staff designee and Board members assigned to committee) to draft and send communications
Activity 3g	Administer Interim Comprehensive Assessments to identify students for Title I services	Percentage of Title I students who have completed ICA (should increase from previous year or be 95%)	Seasonal administration to begin November 2019	Title I Coordinator

Activity 3h	Academic Coaches administer Interim Block Assessments to check progress of Title I students	Percentage of Title I students who have completed an IBA (should increase from previous year or be 95%)	Administration to begin a month after Title I services begin, or December 2019	Title I Academic Coaches
Strategy 4	Provide intervention			
Activity 4a	Implement Multi-Tiered Systems of Support (MTSS)	MTSS Plan Completed, Training provided to PLTs	Plan meetings January 2020. Research February 2020. Plan Completion April 2020. Training August 2020	Director Level Team, Coordinator Level Team
Activity 4b	Student Study Team available to students and staff	90% or more of students who fall below "Standard Met" for the first time enter the SST process.	SST Process already in place	Student Achievement and Intervention Coordinator
Activity 4c	Use of Edgenuity pathways	Percentage of students active on Edgenuity pathways (should be above 80% by the end of LP2)	Edgenuity rollout and training provided August 2019	PLTs
Activity 4d	Use of Goal Setting Worksheets and shared with other employees	Percentage of students with a completed Goal Setting Worksheet for the current school year by the end of LP1 (should be close to 100%)	GSWs completed for the LP1 paperwork submission	PLTs & Support Staff
Activity 4e	Provide direct instruction for underperforming students, adding in support through online platform and Thrive Academics	Positive growth on IBAs (should be equivalent to a year's growth or greater per year)	Direct instruction by Academic Coaches to begin by November 2019	Title I Academic Coaches
Strategy 5	Provide material support and access			
Activity 5a	Provide technology package to English Learners, Foster Youth and Homeless students	Percentage of students with consistent access to learning support devices (should be close to 100%)	Technology Packages to be supplied to students in October 2019	Director of Educational Services, EL Coordinator, Homeless Liaison
Activity 5b	Provide mobile Internet access to low income students and students with inconsistent internet access	Percentage of students with reliable internet access (should be close to 100%)	Internet access devices made available to students in August 2019	IT Department, Warehouse, Coordinators of special programs, PLTs
Activity 5c	Maintain increased allotment of flexible and equitable funding towards VCI and EMR resources for all students	OPS student accounts fully funded	OPS accounts funded May 2019	Warehouse Manager

Goal 2	Ensure that the school is focused on its mission of delivering personalized, standards-based learning by training, involving, and supporting families.	Metrics & Indicators	Timeline & Benchmarks	Who is going to do this?
Strategy 1	Provide parent training and support in instructional strategies			
Activity 1a	Create parent resource library (starting with previously developed FAQs, videos, tips and tricks, and email communications). Guide parents through the tools and strategies for providing instruction in the home learning environment	Parent Satisfaction Survey	Monthly meeting and contact with teacher as needed, weekly academic coach meeting and notes	PLTs during monthly meetings, during parent workshops, during academic coach sessions
Activity 1b	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.	1. Parent Satisfaction Survey 2. Surveys after Parent Workshops with checking for Understanding 3. More than 5% of parent participation	Provided throughout the year. Each workshop will be offered at four different times and locations. Three rounds of workshops will be offered (Fall, Winter, and Spring)	Director level and Coordinators
Strategy 2	Develop and provide parent engagement/volunteer opportunities			
Activity 2a	Provide and support parent networking (parent-to-parent and parent-to-staff) and originate parent input and support groups	Plan 2 regional events during year	Offer once a semester	Directors, Coordinators and Resource Center staff
Activity 2b	Establish a Parent Outreach Growth Group tasked with initiating parent-centered events such as park days and co-op learning opportunities	Report from growth group meeting	4/5 times during the year. First meeting October 14th, 2019	PLT Growth Group

Activity 2c	Invite parent participation in resource center-based volunteer efforts, including monthly parent meet and greet, parent volunteer assistant roles in resource center classrooms, and parent support with planning and executing student events hosted at resource centers. Train parent volunteers on how to support school activities as a parent volunteer and increase opportunities for communication with parents at the resource center level.	Increase parent participation by 5% in other activites	Throughout the year.	Resource Center Staff, Regional Directors and PLTs
Strategy 3	Establish parent advisory groups			
Activity 3a	Establish and/or sustain required advisory groups	Parent Advisory Council constituted consistent with SSC requirements: 2:1 of parent to staff ELAC: all stakeholders, EL parents required for chair positions LCAP: All Stakeholders	Throughout the year. Establish makeup of Parent Advisory Council December 2019, first meeting before January 24th, 2020	Director Level, Coordinators, EL Coordinator and ELD Teachers, and PLTs
Activity 3b	Regularly collect and use parent group input to guide administrative action	Board of Directors meetings include agenda items for consideration of Parent Advisory Council recommendations. LCAP Stakeholder Involvement section illustrates sustained parent input	Parent Advisory Council first meeting minutes reviewed by Board of Directors by end of February 2020	Parent Advisory Council liaison, Executive Director

Goal 3	Foster a culture focused on student readiness to succeed in college and begin a	Metrics & Indicators	Timeline &	Who is going to do this?
Strategy 1	Support A-G coursework			
Activity 1a	Develop, update, expand, or revise a-g courses in strict independent study, independent study with resource center support, independent study with online instruction support, and full online course instruction	1. a-g course list should contain 1 or more a-g courses option for every category and there should be an a-g approval tied to every course that is offered by the school in-house 2. Percentage of RC workshops on core content areas that align to a-g criteria (should increase or be 100% every year) 3. Percentage of VRC classes and online instructional programs in core content areas that align to a-g criteria (should increase or be 100% every year)	March of each year, determine courses which will be offered in-house on each platform (independent study, resource center, online) and identify a-g approval "gaps". April of each year, SETs write needed courses.	High School Counselor manages a-g approval process. SETs or Teachers of courses write courses for submittal to UC Doorways.
Activity 1b	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	1. Percentage of PLTs who attended a-g training session and passed Check for Understanding (should be 100%) 2. Instances of mislabeled courses in PLS (should be zero)	Training provided at August PDD regarding the a-g course framework. Training provided by November of each year regarding discussions with high school students about academic track selection. Training provided via online module regarding proper course labeling in SIS before last day of Fall Semester	Regional Directors, High School Counselors

Activity 1c	Communicate and explain a-g coursework information and implications to parents	1. Percentage of 9th grade students with a proactively selected graduation track (should be 100%) 2.Completion of Post-High School Planning Sheet (should be 100%)	Communication sent to parents to coincide with LP9 meetings	Regional Directors
Strategy 2	Support dual enrollment			
Activity 2a	Encourage concurrent enrollment through advertising, posts and PLT communication to parents and students	PLT and parent training on concurrent enrollment opportunities/requirements. High school counselor tracks number of students concurrently enrolled each year. Information readily available on high school counselor website. Increase in concurrent enrollment by 5% or more annually.	High school orientation for parents and 8th grade students at end of year, and offered again for new families or those who missed it at beginning of year during RC orientations. PLT training during October PDD.	High school counselors. Regional Directors.
Activity 2b	Research dual enrollment (DE) options	Establishing articulation agreements with colleges	Identify D.E. options to pursue in 2019	High school counselors. Regional Directors.
Activity 2c	Establish dual enrollment partnerships with community colleges to offer appropriate DE options	Number of dual enrollment partnerships established	Continuously as opportunities arise	High school counselors.
Activity 2d	Provide training and resources for dual enrollment to PLTs and Parents	1. Responses to PLT Check for Understanding survey following training on dual enrollment results (should be average of 90% accuracy) 2.Have information readily available on high school website	Following establishment of Dual Enrollment Articulation Agreement (unknown) all regions	High school counselors. Regional Directors.
Activity 2e	Increase participation in dual enrollment opportunities for students	High school counselor tracks number of students dually enrolled each year	As reported at end of each year	High school counselors
Strategy 3	Support CTE			
Activity 3a	Provide regular direct instruction by CTE certificated personnel.	Courses with adequate enrollment continue at resource centers and on VRC.	Ongoing	CTE Teachers
Activity 3b	Provide online options for CTE courses	CTE courses offered through online programs are added	Ongoing	CTE Coordinator/Directors

Activity 3c	Purchase or license curriculum and courses for CTE Pathways.	As enrollment warrants, curriculum and course options are added	At end of year as needed	CTE Coordinator/Director
Activity 3d	Identify and connect students with field work, internship, apprenticeship, and other learning and training opportunities within CTE Program.	Partnerships and training opportunities are established	Ongoing	CTE Coordinator/Director
Strategy 4	Support academic rigor			
Activity 4a	Offer AP courses and exams	1. Increase share of students participating in AP courses above 5% in 2019-2020, sustain 10% participation rate by 2022-2023. 2. Percentage of students participating in AP courses passing AP tests with a score of 3 or higher (should be 80% or better)	By 2020-21	VRC/VRC Supervisor/Director of Ed Services & Director of Academics
Activity 4b	Encourage college prep track and a-g track with all students	Increasing numbers of students on CP or a-g track as reported by high school counselors each year.	Ongoing	High School Counselors PLTs
Strategy 5	Support post-graduation, college and life readiness			
Activity 5a	Plan and execute professional development opportunities for PLTs regarding post-graduation planning	1. PLTs implementing Post-High School Planning Sheet should be 100%. 2. PLTs passing Check for Understanding survey following training on post-graduation planning should be 100%	1. PLT Meetings/PDD 2. Directly following training	High School Counselors Regional Directors PLTs
Activity 5b	Increase High School Counselor accessibility to all eighth grade and high school students and schedule counselor meetings so that all students have a meeting with the counselor before the end of 11th grade	1. High School Orientation meetings are held regionally twice per year 2. High school counseling appointments are available to all students year-round. 3. High school counselors are readily available via email/virtual access.	1. May and August 2 and 3. Ongoing	High School Counselors
Activity 5c	High School Counselor supports students and parents through the financial aid, college application, and admissions processes	1. Information is readily available on High School Counseling website. 2. High school counselors are available for meeting with all students one on one or virtually to assist.	Ongoing	High School Counselors

Activity 5d	Identify and communicate opportunities for students and parents to participate in college fairs and college visitations.	Information on high school websites, at RCs, and through ParentSquare	Ongoing	High School Counselors, RC staff and PLTs
Activity 5e	PLTs utilize Post-High School Planning Sheet with all HS students	PLTs implementing Post-High School Planning Sheet should be 100%.	End of February	PLTs
Activity 5f	Provide training and resources to families to educate them about college applications and admissions processes	1. Information is readily available on High School Counseling website. 2. High school counselors are available for meeting with all students one on one or virtually to assist.	Ongoing	High School Counselors
Activity 5g	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.	Increasing number of and/or participation in courses and workshops that are available through RCs and independent study.	As reported by PLT survey and RC workshop enrollment at end of year	PLTs Resource Center Supervisors VRC Supervisor & VRC
Activity 5h	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.	Increasing number of and/or participation in courses and workshops that are available through RCs and independent study.	As reported by PLT survey and RC workshop enrollment at end of year	PLTs Resource Center Supervisors VRC Supervisor & VRC

Appendix C: UC a-g Courses

Course
Discipline
Learning Environment



Acellus US Government

Civics / American Government
Online

Acellus US History I & II

U.S. History
Online

Acellus World History I

World History / Cultures / Historical Geography
Online

Acellus World History II Plus

World History / Cultures / Historical Geography
Online

A-G Government

Civics / American Government
Classroom-based

a-g honors world history A and B

World History / Cultures / Historical Geography
Classroom-based

A-G UC World History

World History / Cultures / Historical Geography
Classroom-based

a-g US Government Project Based

Civics / American Government
Online

a-g US History

U.S. History
Classroom-based

a-g World History Through Film

World History / Cultures / Historical Geography
Classroom-based

AP European History

World History / Cultures / Historical Geography
Online

AP Government and Politics United States

Civics / American Government
Online

AP Human Geography

World History / Cultures / Historical Geography
Online

AP United States History

GLCN a-g Approved Courses

U.S. History

Online

AP World History

World History / Cultures / Historical Geography

Online

AP World History

World History / Cultures / Historical Geography

Online

Human Geography

World History / Cultures / Historical Geography

Classroom-based

Modern World History

World History / Cultures / Historical Geography

Online

Principles of American Democracy

Civics / American Government

Online

Principles of American Democracy Honors

Civics / American Government

Online

U.S. Government

Civics / American Government

Classroom-based

U.S. History and Geography

U.S. History

Online

U.S. History and Geography Honors

U.S. History

Online

World History, Culture, and Geography

World History / Cultures / Historical Geography

Online

World History, Culture, and Geography Honors

World History / Cultures / Historical Geography

Online



Acellus British Literature - English IV

English

Online

Acellus College Prep – English IV

English

Online

Acellus High School English I

English

Online

Acellus High School English II

GLCN a-g Approved Courses

English

Online

Advanced Literature

English

Classroom-based

Advanced Literature 2

English

Classroom-based

A-G American Lit

English

Classroom-based

a-g English 10

English

Classroom-based

a-g Project English 10 A/B

English

Classroom-based

a-g Project English 11 A/B

English

Classroom-based

a-g Project English 12 A/B

English

Classroom-based

a-g Project English 9 A/B

English

Classroom-based

A-G/CP English 11

English

Classroom-based

A-G/UC English 10

English

Classroom-based

American Literature

English

Online

American Literature - English III

English

Online

AP English Language and Composition

English

Online

AP English Language and Composition

English

Online

AP English Literature and Composition

English

GLCN a-g Approved Courses

Online

AP English Literature and Composition

English

Online

British Literature

English

Online

British Literature

English

Classroom-based

English 10

English

Classroom-based

English 12 A-G

English

Classroom-based

English 12 AG/CP

English

Classroom-based

English 12 CP

English

Classroom-based

English 9

English

Classroom-based

English 9 (2130) CA

English

Online

English Language Arts 10

English

Online

English Language Arts 10 Honors

English

Online

English Language Arts 11

English

Online

English Language Arts 11 Honors

English

Online

English Language Arts 12

English

Online

English Language Arts 12 Honors

English

Online

English Language Arts 9

English

Online

English Language Arts 9 Accelerated

English

Online

Expository Reading and Writing

English

Online

Honors English 10

English

Classroom-based

Novels and Short Stories

English

Classroom-based

World Literature Honors

English

Classroom-based



Acellus Advanced Algebra I

Algebra I

Online

Acellus Algebra II Plus

Algebra II

Online

Acellus Geometry Plus

Geometry

Online

Acellus Integrated Mathematics I

Mathematics I

Online

Acellus Integrated Mathematics II

Mathematics II

Online

Acellus Integrated Mathematics III

Mathematics III

Online

Acellus Pre Calculus

Advanced Mathematics

Online

Acellus Trigonometry

Advanced Mathematics

Online

A-G Algebra 1

Algebra I

Classroom-based

GLCN a-g Approved Courses

A-G Algebra 2

Algebra II

Classroom-based

A-G/CP Algebra 2

Algebra II

Classroom-based

Algebra

Algebra I

Online

Algebra I

Algebra I

Online

Algebra II

Algebra II

Online

AP Calculus AB

Calculus

Online

AP Calculus AB

Calculus

Online

AP Calculus BC

Calculus

Online

AP Computer Science A

Computer Science

Online

AP Statistics

Statistics

Online

Calculus

Calculus

Classroom-based

Calculus Honors

Calculus

Classroom-based

Calculus VRC

Calculus

Online

Concepts in Probability and Statistics

Statistics

Online

CP A-G Algebra 1

Algebra I

Classroom-based

CP A-G GEOMETRY

GLCN a-g Approved Courses

Geometry
Classroom-based

Geometry

Geometry
Online

H Precalculus

Advanced Mathematics
Classroom-based

Honors Precalculus

Advanced Mathematics
Classroom-based

Mathematical Analysis Honors

Advanced Mathematics
Online

Mathematics I

Mathematics I
Online

Mathematics II

Mathematics II
Online

Mathematics III

Mathematics III
Online

Pre Calculus [P]

Advanced Mathematics
Classroom-based

Pre-Calculus

Advanced Mathematics
Online

Trigonometry

Advanced Mathematics
Online



Acellus General Biology

Biology / Life Sciences
Online

Acellus General Chemistry

Chemistry
Online

Acellus General Physics

Physics
Online

Acellus Honors Biology

Biology / Life Sciences
Online

Acellus Honors Chemistry

GLCN a-g Approved Courses

Chemistry

Online

Acellus Honors Physics

Physics

Online

a-g Chemistry

Chemistry

Classroom-based

a-g Project Based Biology 1A/1B

Biology / Life Sciences

Classroom-based

AP Biology

Biology / Life Sciences

Online

AP Chemistry

Chemistry

Online

AP Computer Science Principles

Computer Science

Online

AP Environmental Science

Interdisciplinary Sciences

Online

AP Environmental Science

Interdisciplinary Sciences

Online

AP Physics 1

Physics

Online

Biology

Biology / Life Sciences

Classroom-based

Biology Honors with Labs

Biology / Life Sciences

Online

Biology with Labs

Biology / Life Sciences

Online

Chemistry Honors with Labs

Chemistry

Online

Chemistry in the Earth System with Labs

Chemistry/Earth & Space Sciences

Online

Chemistry with Labs

Chemistry

GLCN a-g Approved Courses

Online

Earth and Space Science with Labs

Earth and Space Sciences

Online

Earth Science

Earth and Space Sciences

Classroom-based

Physics

Physics

Classroom-based

Physics Honors with Labs

Physics

Online

Physics in the Universe with Labs

Physics/Earth & Space Sciences

Online

Physics with Labs

Physics

Online

The Living Earth with Labs

Biology/Earth & Space Sciences

Online

UC A-G Chemistry

Chemistry

Classroom-based

UC A-G Earth Science

Earth and Space Sciences

Classroom-based

UC Biology A/B

Biology / Life Sciences

Classroom-based

UC Earth Science A/B

Earth and Space Sciences

Classroom-based



Acellus French I

LOTE Level 1

Online

Acellus German I

LOTE Level 1

Online

Acellus Spanish I

LOTE Level 1

Online

Acellus Spanish II

LOTE Level 2

GLCN a-g Approved Courses

Online

A-G Project Spanish 1

LOTE Level 1

Classroom-based

a-g Project Spanish 2

LOTE Level 2

Classroom-based

a-g Project Spanish 3

LOTE Level 3

Classroom-based

A-G Spanish 2

LOTE Level 2

Classroom-based

American Sign Language: Learn to Sign

LOTE Level 1

Online

AP French Language and Culture

LOTE Level 4+

Online

AP Spanish Language and Culture

LOTE Level 4+

Online

French I

LOTE Level 1

Online

French II

LOTE Level 2

Online

French III

LOTE Level 3

Online

German I

LOTE Level 1

Online

German II

LOTE Level 2

Online

Latin I

LOTE Level 1

Online

Latin II

LOTE Level 2

Online

Spanish 1 AG

LOTE Level 1

Classroom-based

GLCN a-g Approved Courses

Spanish 4

LOTE Level 4+

Classroom-based

Spanish I

LOTE Level 1

Online

Spanish II

LOTE Level 2

Online

Spanish III

LOTE Level 3

Online



a-g Theater 2 A/B

Theater

Classroom-based

a-g Visual Arts

Visual Arts

Classroom-based

AP Drawing

Visual Arts

Online

AP Music Theory

Music

Online

Beginning Choir

Music

Classroom-based

Beginning Piano

Music

Classroom-based

Beginning Vocal Techniques

Music

Classroom-based

CTE Theater and Film Introduction

Theater

Classroom-based

Introduction to Theater

Theater

Classroom-based

MS 2D Studio Art

Visual Arts

Online

MS Digital Art and Design

Visual Arts

Online

MS Exploring Music

Music

Online

Visual Arts

Visual Arts

Online



Acellus Business Management

Interdisciplinary

Online

Acellus Economics

History / Social Science

Online

Acellus Electrical Technology I

Interdisciplinary

Online

Acellus Electrical Technology II

Interdisciplinary

Online

Acellus Geography

History / Social Science

Online

Acellus HVAC-R I

Interdisciplinary

Online

Acellus HVAC-R II

Interdisciplinary

Online

Acellus Information Management I

Interdisciplinary

Online

Acellus Information Management II

Interdisciplinary

Online

Acellus Medical Terminology

Interdisciplinary

Online

Acellus Personal Finance

History / Social Science

Online

Acellus Plumbing Technology I

Interdisciplinary

Online

Acellus Plumbing Technology II

Interdisciplinary

Online

GLCN a-g Approved Courses

Acellus Principles of Business, Marketing, and Finance

Interdisciplinary

Online

Acellus Psychology

History / Social Science

Online

Advertising and Sales Promotion

Interdisciplinary

Online

African American History

History / Social Science

Online

A-G Economics

History / Social Science

Classroom-based

a-g Health 1 Project Based

Laboratory Science – Biology / Life Sciences

Online

a-g Physical Science

Laboratory Science – Physical Sciences

Classroom-based

a-g Project Environmental Science

Laboratory Science – Physical Sciences

Classroom-based

a-g US History Through Film

History / Social Science

Online

Classroom-based

Agriscience II: Sustaining Human Life

Interdisciplinary

Online

Anthropology I: Uncovering Human Mysteries

History / Social Science

Online

Anthropology II: More Human Mysteries Uncovered

History / Social Science

Online

AP Psychology

History / Social Science

Online

AP Psychology

History / Social Science

Online

Archaeology: Detectives of the Past

Interdisciplinary

Online

GLCN a-g Approved Courses

Art History I

Interdisciplinary

Online

Astronomy: Exploring the Universe

Interdisciplinary

Online

Biotechnology: Unlocking Nature's Secrets

Interdisciplinary

Online

Careers in Criminal Justice

Interdisciplinary

Online

Concepts in Real World Parenting: The Trends and Science Behind Childcare

Interdisciplinary

Online

Concepts of Engineering and Technology

Interdisciplinary

Online

Contemporary Health

Interdisciplinary

Online

Creative Writing

English

Online

Criminology: Inside the Criminal Mind

Interdisciplinary

Online

Cybersecurity 1A: Foundations

Interdisciplinary

Online

Cybersecurity 1B

Interdisciplinary

Online

Digital Arts

Interdisciplinary

Online

Digital Photography I: Creating Images with Impact!

Interdisciplinary

Online

Digital Photography II: Discovering Your Creative Potential

Interdisciplinary

Online

Discoveries and Concepts in Nutrition

Interdisciplinary

Online

Early Childhood Education

GLCN a-g Approved Courses

History / Social Science

Online

Earth Science CP

Laboratory Science – Physical Sciences

Classroom-based

Economics

History / Social Science

Classroom-based

Economics Honors

History / Social Science

Online

Entrepreneurship/Self-Employment

Interdisciplinary

Online

Environmental Science (Edgenuity)

Laboratory Science – Integrated Science

Online

Fashion and Interior Design

Interdisciplinary

Online

Financial Math

Mathematics

Online

Forensic Science I: Secrets of the Dead

Interdisciplinary

Online

Forensic Science II: More Secrets of the Dead

Interdisciplinary

Online

Forestry & Natural Resources

Interdisciplinary

Online

Game Design 1A

Interdisciplinary

Online

Gothic Literature: Monster Stories

English

Online

Great Minds in Science: Ideas for a New Generation

Interdisciplinary

Online

Health Science and Medical Technology

Interdisciplinary

Online

Health Science Concepts

Interdisciplinary

GLCN a-g Approved Courses

Online

History of the Holocaust

History / Social Science

Online

Hospitality & Tourism: Traveling the Globe

Interdisciplinary

Online

Information and Communication Technology

Interdisciplinary

Online

International Business: Global Commerce

History / Social Science

Online

Introduction to Agriscience

Interdisciplinary

Online

Introduction to Business

Interdisciplinary

Online

Introduction to Coding

Interdisciplinary

Online

Introduction to Communications and Speech I

English

Online

Introduction to Communications and Speech II

English

Online

Introduction to Culinary Arts

Interdisciplinary

Online

Introduction to Manufacturing: Product Design & Innovation

Interdisciplinary

Online

Introduction to Philosophy: The Big Picture

History / Social Science

Online

Introduction to Renewable Technologies

Interdisciplinary

Online

Introduction to Social Media: Our Connected World

Interdisciplinary

Online

Journalism: Investigating the Truth

English

Online

GLCN a-g Approved Courses

Law and Order: Introduction to Legal Studies

History / Social Science

Online

Linear Algebra

Mathematics

Online

Marine Science: Secrets of the Blue

Laboratory Science – Biology / Life Sciences

Online

Medical Terminology

Interdisciplinary

Online

Military Science I: Leadership at its Finest

Interdisciplinary

Online

MS Journalism: Tell Your Story

English

Online

MS Photography: Drawing With Light

Interdisciplinary

Online

Music Appreciation: The Enjoyment of Listening

Interdisciplinary

Online

Mythology & Folklore: Legendary Tales

Interdisciplinary

Online

National Security

History / Social Science

Online

Nursing Assistant

Interdisciplinary

Online

Peer Counseling

Interdisciplinary

Online

Personal Finance

Interdisciplinary

Online

Personal Finance

Mathematics

Classroom-based

Pharmacy Technician

Interdisciplinary

Online

Physical Science

GLCN a-g Approved Courses

Laboratory Science – Physical Sciences

Online

PreAlgebra

Mathematics

Online

Principles of Agriculture, Food and Natural Resources

Interdisciplinary

Online

Principles of Public Service

Interdisciplinary

Online

Psychology

History / Social Science

Online

Public Speaking

English

Online

Restaurant Management

Interdisciplinary

Online

Social Problems I: A World In Crisis

History / Social Science

Online

Social Problems II: Crisis, Conflicts & Challenge

History / Social Science

Online

Sociology

History / Social Science

Online

Speech - An Introduction to Public Speaking

English

Classroom-based

Sports and Entertainment Marketing

History / Social Science

Online

Veterinary Science: The Care of Animals

Laboratory Science – Biology / Life Sciences

Online

World Regional Geography

History / Social Science

Online

World Religions: Exploring Diversity

History / Social Science

Online

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GLCN a-g Approved Courses

Appendix D: Graduation Requirements

GRADUATION REQUIREMENTS

High School Subject	Gorman Graduation Requirements	College Prep Requirements	UC / CSU Requirements for Freshman Admissions
World History	10 units - 1 year	1 year	"a" requirement - Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. History or one-half year of U.S. History and one-half year of civics or American Government
U.S. History	10 units - 1 year	1 year	
American Government	5 units - 1 semester	1 semester	
Economics	5 units - 1 semester	1 semester	
English/Language Arts	40 units - 4 years	4 years	"b" requirement - Four years of college preparatory English
Mathematics	20 units - 2 years (Must include Algebra 1)	3 years Must include: Algebra 1, Geometry and Algebra 2	"c" requirement - Three years of college preparatory mathematics that include the topics covered in elementary and advanced Algebra and two-and three dimensional geometry. <u>4 years recommended</u>
Life Science	10 units - 1 year	1 Year Must include biological science with Lab	"d" requirement - Two years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc), chemistry and physics. <u>3 years recommended</u>
Physical Science	10 units - 1 year	1 Year Must include chemistry with Lab	
Foreign Language OR Visual/Performing Arts (VAPA)	10 units - 1 year	2 years of same Foreign Language other than English 1 year VAPA	"e" requirement - Two years of the same language other than English. <u>3 years recommended.</u> "f" requirement - One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art.
Physical Education	20 units - 2 years	2 years	20 units - 2 years
Health	5 units - 1 semester	1 semester	5 units - 1 semester
Electives	75 units	**	"g" requirement - One year in addition to those required in "a-f" above, chosen from the following area, visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English.
TOTAL UNITS	220 UNITS	*	*

* Minimum Graduation Requirements 220

** Elective Units May Vary

Appendix E: Articles of Incorporation

**CERTIFICATE OF AMENDMENT
OF
ARTICLES OF INCORPORATION**

David Akers and Brian Jasperson hereby certify that:

1. They are the President and the Secretary, respectively, of GORMAN LEARNING CENTER, INC., a California Nonprofit Public Benefit Corporation.
2. The following Articles of this Corporation's Articles of incorporation are amended to read as follows:

I.

The name of this corporation is Gorman Learning Chaiter Network, Inc.

II.

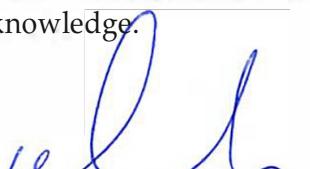
- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.
- C. This corporation is organized and operated for public purposes exclusively to manage, operate, guide, direct and promote one or more California public charter schools, and to educate students, within the meaning of Section 501(c)(3) of the Internal Revenue Code as amended from time to time.

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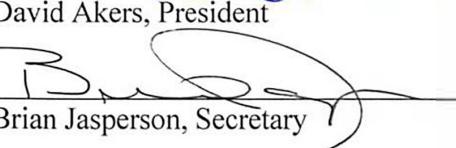
- B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to the District sponsoring the respective charter school or secondarily to another charter school that is a California nonprofit public benefit corporation exempt from tax under Section 501(c)(3) of the Internal Revenue Code.
3. The foregoing amendments of Articles of Incorporation have been duly approved by the Board of Directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: LZlt;J ;O;e?OI?



David Akers, President



Brian Jasperson, Secretary

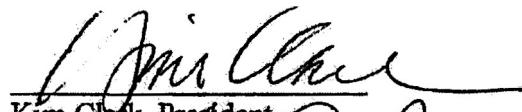
**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

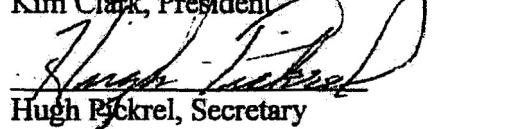
The undersigned certify that:

1. They are the President of the Board and the Secretary, respectively, of the GORMAN LEARNING CENTER, INC., a California Nonprofit Public Benefit Corporation.
2. Article IVB of the Articles of Incorporation of this corporation is amended to read as follows:
 - B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to Gorman Elementary School District or secondarily to a California public benefit corporation that is exempt from t under Section 501(c)(3) of the Internal Revenue Code.
3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct to our own knowledge.

DATE: _____



Kim Clark, President


Hugh Pickrel, Secretary

2219154

ARTICLES OF INCORPORATION
OF
GORMAN LEARNING CENTER, INC,

. ENDORSED - FILED
in the Secretary of State
of the State of California

, FEB 18 2000

BILL JONES, Secretary of State

I

The name of this corporation is Gorman Learning Center, Inc.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Gorman Learning Center, a California Charter School.

C. This corporation is organized and operated for public purposes exclusively to manage, operate, guide, direct and promote Gorman Learning Center, and to educate students, within the meaning of Section 501(c)(3) of the Internal Revenue Code as amended from time to time.

D. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation except as provided in Section 501(h) of the Internal Revenue Code, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office except as otherwise provided in Section 501(h) of the Internal Revenue Code. Notwithstanding any other provision in these articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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The name of this corporation's initial agent for service of process is CT Corporation System.

IV

A. The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of Gorman Learning Center, and the education of

students and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

B. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to Goan Elementary School District, a government entity, provided it is then exempt from federal income tax as a governmental entity, and if it is not then so tax-exempt, then to another non-profit public benefit corporation which is organized and operated primarily for educational purposes, and which has established tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

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Appendix F: Bylaws

BYLAWS
of
GORMAN LEARNING CHARTER NETWORK, INC.
A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME AND LOCATION

Section 1. Name. The name of the organization shall be Gorman Learning Charter Network, Inc.

Section 2. Location. The principal office for the transaction of the activities and affairs of the corporation ("principal office") is located at 1826 Orange Tree Lane, Redlands, California 92374. The corporation may have such other offices within the State of California as the Board of Directors may determine or as the affairs of the corporation may require from time to time.

ARTICLE II
PURPOSES

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public purposes.

The specific and primary purpose and activity for which the corporation is organized is to manage, operate, guide, direct and promote one or more California public charter schools.

This corporation is organized exclusively for public benefit purposes within the meaning of Internal Revenue Code Section 501(c)(3) or the corresponding provision of any future United States internal revenue law. Despite any other provision in these Articles, the corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that do not further the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on by (a) a corporation exempt from federal income tax under Internal Revenue Code section 501(c)(3) or the corresponding provision of any future United States internal revenue law, or (b) a corporation, contributions to which are deductible under Internal Revenue Section 170(c)(2) or the corresponding provision of any future United States internal revenue law.

ARTICLE III
MEMBERSHIP

This corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board of Directors.

ARTICLE IV **DIRECTORS**

Section 1. General Powers and Duties. The property, business and affairs of the Corporation shall be managed by a Governing Board (hereinafter sometimes referred to as the "Board"). Without limiting the generality of the foregoing, the Board may exercise all such powers of the corporation as are provided by state and federal law, and these Bylaws.

Section 2. Specific Powers. Without prejudice to the general powers set forth in Article IV, Section 1 of these Bylaws, but subject to the same limitations, the Board shall have the power to:

- a) Exercise all powers vested in the Board under the laws of the State of California.
- b) Appoint or remove officers of the corporation. Approve appointment of corporation employees; approve the prescription of any powers and duties for such persons that are consistent with law, the Articles of Incorporation and these Bylaws; and approve their compensation.
- c) Approve appointment of such agents and employment of such other employees, including accountants and attorneys, as it sees fit to assist in the operation of the corporation, and to approve establishment of their fixed duties and of their compensation.
- d) Adopt and establish rules and regulations governing the affairs and activities of the corporation, and take such steps as it deems necessary for the enforcement of such rules and regulation.
- e) Enforce all applicable provisions of the Bylaws.
- f) Delegate its duties and powers hereunder to the officers of the corporation, or to committees established by the Board, subject to the limitations expressed in Section 1 of Article IV hereof.
- g) Approve budgets, ensure compliance with the budget and ensure maintain of a full set of books and records showing the financial condition of the affairs of the corporation in a manner consistent with generally accepted accounting principles, and at no greater than annual intervals approve the preparation of an annual financial report, a copy of which shall be delivered to each Director as provided in Article X, Section 4 hereof.
- h) Approve the opening of bank accounts and borrowing of money on behalf of the corporation and designate the signatories to such bank accounts.
- i) Bring and defend actions on behalf of the corporation so long as the action is pertinent to the operations of the corporation.

Section 3. Number, Qualifications and Selection of Directors. The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the

operations of the corporation and a dedication to the endeavors, mission and vision of the Corporation.

The Board shall consist of six (6) to eleven (11) Directors that shall be elected as provided herein. These Directors shall represent parents of students currently enrolled in a school operated by the Corporation 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(b). 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(b) and such appointee shall serve at the pleasure of and be removed only by the action of the charter authorizer.

Only one person from an immediate family may serve on the Board at one time.

Section 4. Term of Office. Directors shall hold office for three-year terms. The terms of office have been staggered, such that each year, approximately half of the directors shall remain on the Board from the previous year. It is the intent of this procedure to assure a smooth transition period for newly elected members of the Board.

There shall be no limit on the reelection of Directors.

Section 5. Removal of Directors and Filling Vacancies on Board.

- a) Vacancies Generally. A vacancy or vacancies in the Board of Directors shall exist on the occurrence of any of the following: (i) the death or resignation of the director; (ii) a parent member no longer has a child enrolled in a school operated by the Corporation; (iii) the declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 (relating to the standards of conduct of directors) of the California Nonprofit Public Benefit Corporation Law; (iv) by removal of a director who fails or ceases to meet any required qualification that was in effect at the beginning of that director's current term of office; or (v) an increase of the authorized number of directors.
- b) Resignation of Directors. Any director may resign, and such resignation shall be effective on giving written notice to the president, the secretary, or the Board of Directors. If the resignation of a director is effective at a future time, a successor may be designated by the Board of Directors or elected by the eligible voters as provided in Section 5(d) to take office when the resignation becomes effective. No reduction of the authorized number of Directors shall have the effect of removing the Director before that Director's term of office expires.
- c) Removal. Directors who were not appointed by a charter authorizer may be

removed without cause by the eligible voters or with the written consent of the eligible voters. Any representative appointed by a charter authorizer may be removed without cause by that charter authorizer or with the written consent of that charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 5(d).

- d) **Filling of Vacancies.** In the event of resignation or removal of a director, except for a representative appointed by a charter authorizer, all persons eligible to fill the vacancy will be invited to apply and an applicant will be selected by a majority vote of the Board. The Board may instead fill the vacancy by directing that a special election be held for that purpose on terms prescribed by the Board. In any such special election, all eligible voters as defined in Section 3 of Article VII shall be entitled to vote. The director selected would fill the vacancy for the balance of the current school year. The vacant seat shall be filled for the remainder of the term through the regular annual election as described in Article VII. A vacancy in the seat of a representative of a charter authorizer shall be filled by the charter authorizer.

Section 6. Compensation. Directors may not receive compensation for their services as directors or officers, and may only receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 7. Rules of Order. Robert's Rules of Order will be used as deemed appropriate by the Board and as consistent with the Brown Act.

Section 8. Conflicts of Interest. The Corporation shall comply with Government Code Section 1090 *et seq.*, 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 to the same extent and in the same manner as if the Corporation were a noncharter California public school district, as well as any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations.

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled. In the event that the laws/rules/provisions of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

No persons serving on the board may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12)

months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 9. Loans to Directors or Officers. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General, provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

ARTICLE V **MEETINGS OF THE BOARD OF DIRECTORS**

Section 1. Place of Meetings. Meetings of the Board may be held at the corporation's principal office, unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the counties of the granting agencies or any contiguous county designated in the notice of the meeting.

Section 2. Regular Scheduled Meetings. The Board shall meet at least 8 times per calendar year. Dates for these meetings shall be agreed upon at the first meeting of the fiscal year.

Section 3. Special Meetings. Special meetings of the Board of Directors for any purpose may be called at any time by the President, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- a) by personal delivery of written notice;
- b) by first-class mail, postage prepaid;
- c) by telephone, either directly to the Director or to a person at the Director's office or home who would reasonable be expected to communicate that notice promptly to the Director;
- d) by e-mail or fax; or
- e) by telegram, charges prepaid.

All such notices shall be given or sent to the Director's address, e-mail, or telephone number as shown on the records of the corporation. Notices sent by first-class mail shall be deposited in the United States mail at least four (4) days prior to the time set for the meeting. Notices given by personal delivery, telephone, e-mail, or telegraph shall be delivered, telephoned, or given to the

telegraph company at least twenty-four (24) hours before the time set for the meeting. The notice of special meeting shall state the time and place of the meeting and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 4. Participation in Meetings by Conference Telephone. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the counties of the granting agencies or any contiguous county in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda¹;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call².

Section 5. Requirements Applicable to Meeting. Notwithstanding any other requirements contained in these Bylaws, all meetings of the corporation shall be held in compliance with applicable requirements of the Brown Act.

Section 6. Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business, except to adjourn. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be the act of the Board.

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 7. Committees. The Board, by resolution adopted by a majority of the Directors then in office, provide a quorum is present, may create one or more committees each consisting of two or more directors and no one who is not a director, and consisting of a minority of directors, to serve

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

at the pleasure of the Board. Appointments to committees of the Board shall be by majority of the Directors then in office. The Board may appoint one or more members as alternate members of any such committee, who may replace any absent member at any meeting.

Any such committee, to the extent provided in the Board resolution, shall report its findings and recommendations to the Board for its action and shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 8. Meetings and Action of Committees. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 9. Non-Liability of Directors. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 10. Compliance with Laws Governing Student Records. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VI **OFFICERS OF THE GOVERNING BOARD**

Section 1. Officers. The officers of the Governing Board shall be a president, who serves as chairman of the board, a secretary, a treasurer, and an Executive Director. Other offices as may be appointed under this Article at the discretion of the Board.

Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2. Election of Officers. The officers of the corporation shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the pleasure of the Board.

Section 3. Term of Office. The officers or the corporation shall hold office for a term of one year and thereafter until their successors are chosen and qualify in their stead. There shall be no limit upon the number of consecutive terms to which an officer may be re-appointed. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board.

Section 4. Resignation of Officers. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the office is a party.

Section 5. Vacancies in Office. A vacancy in any office shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided, however, the vacancies need not be filled on an annual basis.

Section 6. President. The President shall preside at all Board meetings. The President shall have such other powers and duties as the Board or the Bylaws may prescribe.

Section 7. Secretary. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The Secretary shall keep or cause to be kept, at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date. This duty may be designated to a contracted agency. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board required by these Bylaws to be given. The Secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 8. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuable in the name and to the credit of the corporation, with

such depositories as the Board may designate, shall disburse the corporation's funds as the Board may order, shall render to the President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 9. Executive Director. The Executive Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Executive Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

ARTICLE VII **ELECTIONS**

Section 1. Time and Manner. Elections of Directors will be held annually. Voting will be conducted by an independent company selected by the Board. Voting shall be conducted through an electronic voting system. Votes shall be tallied upon the close of voting and the results published by an election committee made up of eligible voters appointed by the Board, including at least a Director and an employee designated by the Board.

Every vote cast shall be counted unless, prior to the close of voting, it is challenged by an eligible voter on the ground that the vote was cast by an ineligible voter. The election results shall become a permanent record of the Corporation.

Section 2. Nominations to the Board. At least forty-five (45) days prior to a scheduled election for Directors, eligible voters shall be notified of the date of the next Board election, of the qualification for the Board positions then open, that candidates must complete written applications for submission to voters, of the procedure for obtaining such application, and the date for submitting applications. The Board shall prescribe the form of the application. The names of qualified candidate will be placed on the ballot upon timely receipt of a completed application and the Corporation shall distribute such completed applications to eligible voters. The Corporation shall not otherwise communicate with voters regarding, or on behalf of, any candidate.

Section 3. Eligible Voters. Eligible voters shall include each parent or legal guardian of every child currently enrolled in a school operated by the Corporation, teachers currently employed by the Corporation, and all other paid employees of the Corporation, but not board members. Each eligible voter shall have one vote regardless of the number of children enrolled in a school operated by the Corporation and the basis of eligibility.

Section 4. Notice. Whenever notice to eligible voters is given or required to be given under these Bylaws, such notice shall be sufficient if given by the Corporation's normal means of communicating with all parents and staff, and the Corporation shall have no obligation to separately notify parents or staff who, through no action of the Corporation, lack access to such means of communication.

ARTICLE VIII

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND OTHER AGENTS

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the board by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the board shall promptly decide under Corporations Code section 5238(c) whether the applicable standard of conduct set forth in the Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the board shall authorize indemnification.

To the fullest extent permitted by law and except as otherwise determined by the board in a specific instance, expenses incurred by a person seeking indemnification under these Bylaws in defending any proceeding covered by the above-referenced Sections shall be advanced by the corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person to repay the amount unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

ARTICLE IX

RECORDS AND REPORTS

Section 1. Maintenance of Corporate Records. The corporation shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board.

Section 2. Inspection by Directors. Every Director shall have the absolute right at any reasonable time to inspect the corporation’s books, records, and documents of every kind physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 3. Annual Statement of Certain Transactions and Indemnifications. The Corporations shall comply with Corporations Code section 6322.

Section 4. Year-End Report. The board shall cause an annual report to be sent to the members and directors within 120 days after the end of the corporation’s fiscal year. That report shall contain the following information, in appropriate detail:

- (a) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) the principal changes in assets and liabilities, including trust funds;
- (c) the corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) the corporation's expenses or disbursements for both general and restricted purposes;
- (e) any information required by Article IX Section 3 of these bylaws; and
- (f) an independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing. If the board approves, the corporation may send the report and any accompanying material sent pursuant to this section by electronic transmission.

ARTICLE X OTHER PROVISIONS

Section 1. Amendment of Bylaws. The Board may adopt, amend, or repeal these Bylaws, by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter(s), the Corporation's articles of incorporation, or any laws.

For any charters authorized by the Gorman Joint School District: GLC shall provide written notice to the District Superintendent or designee of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the corporate board of directors. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to GLC's governance structure and/or Charter, GLC may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code Section 47607 for material revision to the Charter. Should GLC adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

Section 2. Fiscal Year. The fiscal year of the corporation shall be from July 1st through June 30th of each year.

Section 3. Construction and Definitions. Unless the context requires otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. For any charters authorized by the Gorman Joint School District: In the case of a conflict between the requirements of the Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the case of such a conflict, the Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the requirements of the Charter or seek a material revision to The Charter to make the Articles, Bylaws and Charter consistent.

Section 4. Annual Statement of General Information. As and when required by section 6210 of the California Nonprofit Corporation Law, the corporation shall file, with the Secretary of State of the State of California, on the prescribed form, a statement setting forth the authorized number of Directors, the names and complete business or residence addresses of all incumbent Directors, the names and complete business or residence addresses of the chief executive officer, secretary and chief financial officer, the street address of its principal office in this state, together with a designation of the agenda of the corporation for the purpose of service of process.

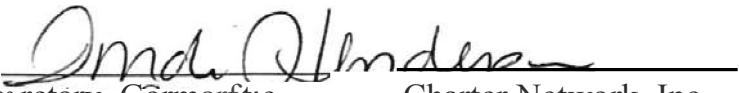
Section 5. Violation of Bylaws. Except as otherwise provided by law, any action taken in violation of these Bylaws shall be invalid and void from its inception.

Section 6. Repeal of Prior Bylaws. All Bylaws of the Corporation and amendments thereto, other than the foregoing are hereby repealed.

CERTIFICATE OF SECRETARY

I hereby certify that the foregoing Bylaws, consisting of 18 pages including this page, constitute the Bylaws of GORMAN LEARNING CHARTER NETWORK, INC., a California Non-Profit Public Benefit Corporation, adopted by the Governing Board thereof as of
'23 2-11.

Date: 2/23/23



Secretary, Gormarft:e Charter Network, Inc.
Board of Directors

Appendix G: Conflict of Interest Code

Section: 7004.9 Standards	Subject: Conflicts of Interest Policy
Effective Date: 10/18/2018	Approved By: Board of Directors

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730, hereinafter the “**Code**”) that contains the terms of a standard conflict of interest code, which is incorporated by reference into this Conflict of Interest Policy for Gorman Learning Charter Network, Inc. (“**GLC**”). If any terms of this Conflict of Interest Policy conflict with the Code as may be amended from time to time by the Fair Political Practices Commission, the terms of the Code shall govern.

The Directors, Officers and Employees of GLC (collectively “**Staff**”) owe a duty of loyalty to GLC. Staff performing services for GLC shall further the interests of GLC and not act in their own self-interest. Staff shall not use their positions, confidential or nonpublic information they have about GLC, or GLC’s property in a manner that allows them to secure a pecuniary benefit for themselves or their relatives¹.

Any business transaction that GLC is involved with in which a Staff member has a direct or indirect financial interest is subject to close scrutiny. Such transactions shall be reviewed by disinterested parties who must determine before moving forward that the proposed transaction is in the best interests of GLC and would not lead to a conflict of interest.

Prior to commencing, planning or negotiating a transaction that GLC will be involved in that a Staff member knows or may reasonably be expected to know that they have a financial interest, the interested Staff member(s) shall make full disclosure to the best of their knowledge of any potential interest they may have in a proposed transaction. Disclosure shall be made by submitting a report to the President (or the Staff member’s supervisor) or other officer designated by the Board to handle such matters. In matters requiring prior approval of the Board of Directors, the President or other officer shall forward copies of this disclosure report to the Board before its approval. Any Staff who has an interest in a proposed transaction shall not be permitted to vote or participate in any discussion on the matter.

A Director may not be on the Board while they are an employee of GLC.

It is also GLC’s policy to prevent the direct or indirect realization of significant personal material or monetary gain by Staff resulting from or in the discharge of a Staff member’s job responsibilities or relationship with GLC. Accordingly, Staff shall not:

¹ Relative means spouse, parents, siblings, children, grandchildren, the spouses of children and grandchildren, and any other blood relative, if the latter resides in the same household.

- a. Accept any gift, favor, service or accommodation that might give the appearance of tending to influence the discharge of duties;
- b. Offer or accept money or any accommodation, material or service for or in consideration of obtaining an appointment, promotion or privilege within the GLC system;
- c. Disclose information gained by virtue of office or employment to any person not entitled to such information or otherwise use such information for personal gain or benefit or for the unjust gain or benefit of another;
- d. Sell any books, instructional supplies, musical instruments, equipment or other school supplies to any student or to the parents / guardian of a student who attends the school served by the Staff unless prior approval has been obtained from the Program Director.

Certain Staff members of GLC who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be considered "**designated employees**." The designated employee positions are listed in "**Appendix A**" attached to this policy and incorporated by reference herein.

Each designated employee, including governing Board members, shall file a Statement of Economic Interest ("**Statement**") within 30 days after assuming the designated position. If a person is in a designated employee position on the effective date of this policy and has not previously filed an initial Statement, then the designated employee shall file a Statement within 30 days after the effective date of this policy. The Statement shall disclose reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the designated employee's position is assigned in Appendix A. All designated employees shall also file annual Statements no later than April 1 of each year. Finally, all persons who leave a designated position shall file a Statement within 30 days after leaving the designated position.

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "**Appendix B**" attached to this policy and incorporated by reference herein.

All Statements shall be supplied by the GLC. All Statements shall be filed with GLC. GLC's filing official shall make and retain a copy of the Statement and forward the original to the Los Angeles County Board of Supervisors.

No designated employee shall make, participate in making, or try to use his/her official position to influence any GLC decision which he or she knows, or has reason to know, will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

When a non-Board member designated employee determines that he or she should not make a decision because of a disqualifying interest, he or she should submit a written disclosure of the disqualifying interest to his or her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the President, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

GLC shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall GLC enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of its directors are directors and have a material financial interest).

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (e.g., President, CFO/Treasurer, Secretary)	1, 2
Chief Business Officer	1, 2
Executive Director	1, 2
Director of Human Resources	3
Director of Academics	3
Director of Educational Services	3
Special Education Director	3
Director of Regional Services	3
Fiscal Services Coordinator	3
Resource Center Supervisor	3
Facilities, Maintenance and Operations Supervisor	3
Consultants/New Positions	*

* Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within a two-mile radius of:
 - The Gorman Joint School District and the Redlands Unified School District, or
 - Any facility utilized by GLC's charter schools, or
 - A proposed site for a GLC facility.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by GLC.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Appendix H: Board Member Biographies

Board President:

Jana Perea resides in Lancaster, California. As a high school and college math tutor for fifteen years, I am well acquainted with the difficulty many students have with math education. Statistically, while home schooled children perform well in reading and writing, mathematics scores are often lower than traditionally schooled students (referred to as the “homeschool math gap”). I have an Associate’s Degree in Liberal Arts with an emphasis in mathematics, and am currently pursuing a Bachelor’s degree in Mathematics at Mayville State University. I have served on my church board for two years, and am the Children’s Director at Kairos Community Church.

Board Vice President and Treasurer:

Joshua Stegner resides in Lancaster, California. I have two children attending GLC. One is in 2nd grade and one is in 3rd grade. I hold a Bachelor of Arts Degree from The Masters College, and am managing owner of a local business. I have a desire to be involved in organizations that promote and enable better educational opportunities which I believe GLC does. I have served on the Deacon board of two churches and as a financial advisor for a nonprofit, High Fives for Stacey. I desire to improve the overall job satisfaction experienced by GLC faculty and staff in order to attract and retain the best and most qualified IST's, classroom facilitators and support staff. I also desire to increase educational opportunities by aiding new vendors in getting setup in the GLC system and educating parents as to their options for using GLC funds.

Board Secretary:

Dori Burnett resides in Santa Clarita, California. Her daughters are 10 and 22. She has been a GLC parent for two and a half years, and has almost 5 years of experience homeschooling. She has a BA in Admin of Justice, MS in Psychology, and a PhD candidate in Clinical Psychology. She owns and manages two businesses in Santa Clarita, one that provides public school construction services, and the other is in transporting goods. She also has rental properties throughout Santa Clarita and the Antelope Valley, so she has a community interest in both areas. She enjoys educating her child through a public charter and would like to see continued growth and opportunity for parents and students through the Gorman LC program.

Carlos Bravo is a community member who is very familiar with the GLCN program and model. He is a resident of Menifee, California. He is friends with teachers, staff and many parents of GLCN, which is why he is so dedicated to seeing this model grow, develop and expand. His short-term goals include increasing, and stabilizing, the financial program for GLCN. He plans to work to expand opportunities for advancing high school students, preparing them for a life after high school, as they transition to a post-secondary education or career training. Ensuring they are prepared to enter a “workforce centered world,” must be a greatest priority. His long-term goals are centered on developing, and implementing, a program to better establish GLCN in the communities we serve, providing outreach in manner that allows our neighbors in these communities to be better informed of the great programs, services and educational opportunities offered at GLCN. Another, equally important goal, is to improve the level of transparency in our elected and administrative leadership. As leaders, we can never forget we are here to serve our parents and students and ensure their educations goals come first. Working together, in partnership and harmony, we not only move GLCN forward, but safeguard our students potential and future.

Jennifer Ferguson resides in Lancaster, California. She has been home schooling her children for twelve years and has been a parent with Gorman for four years. She loves being by her students sides as they learn and grow, and the safe environment Gorman provides them. One of her goals for the future is to bring more growth to the school so more families can have the same wonderful experiences. As a board member, she hopes to help keep things functioning as they should be, as well as, bring new ideas. She tells of her home schooling experience and charter school experience to as many families as she can. Her family is looking forward to many years with Gorman.

Tiffany Gray resides in Lancaster, California. Her children have attended Gorman Learning Center for the past 4 years and have loved every minute of it. She was interested in becoming a Board Member for two reasons: 1) To preserve the enriching and loving atmosphere of the Gorman Learning Center Network schools, and 2) To find, promote, and implement programs and activities that will continue to provide an increased level of academic prospects available to Gorman Learning Center Students. In today's world, it is important to create learning environments that are as nurturing to the students attending as it is rigorous in academic opportunities. She feels that Gorman seeks to provide for both, and she wants to help and contribute to Gorman's ultimate goal of creating a safe and caring environment, while still providing strong academic learning experiences.

Joseph-Edward Sloan resides in Lancaster, California. Joseph has students enrolled in Gorman Learning Center and utilizes workshops at the Antelope Valley Resource Center. He speaks multiple languages including: Spanish, Chinese, Japanese, and Italian. He has worked in the Engineering business for several years. His goals for Gorman include: 1) expanding Gorman's capacity to assist students who wish to pursue careers in the sciences and engineering, and 2) find ways to help students bring their creative, passionate viewpoints to their studies.

Appendix I: Budget

Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2020-21	YEAR 2 2021-22	YEAR 3 2022-23																				
Projected Enrollment:	1,339	1,400	1,476																				
Projected P-2 ADA:	1,312.22	1,372.00	1,447.45																				
Revenues:																							
LCFF Funding	12,385,818	13,312,628	14,489,193																				
Federal Revenue	344,902	357,783	370,138																				
Other State Revenue	992,583	1,038,815	1,095,983																				
Other Local Revenue	185,255	185,255	185,255																				
TTL Revenues	13,908,558	14,894,481	16,140,569																				
Expenditures:																							
Certificated Salaries	4,721,293	4,774,331	4,820,575																				
Non-Certificated Salaries	2,800,900	2,837,310	2,860,009																				
Benefits	2,290,985	2,330,922	2,380,475																				
Books/Supplies/Materials	1,010,820	1,030,936	1,051,355																				
Services/Operations	3,599,299	3,671,285	3,744,711																				
Capital Outlay (Depreciation)	63,200	63,200	63,200																				
Other Outgo	5,000	5,000	5,000																				
TTL Expenditures	14,491,497	14,712,984	14,925,325																				
Net Revenues (after Exp)	(582,939)	181,498	1,215,243																				
Beginning Balance July 1	6,546,613	5,963,674	6,145,171																				
Ending Balance June 30	5,963,674	6,145,171	7,360,415																				
Ending Bal. as % of Exp.:	41.2%	41.8%	49.3%																				
<p>A bar chart showing financial data for three years: 2020-21, 2021-22, and 2022-23. The Y-axis represents millions of dollars, ranging from -\$2,000,000 to \$18,000,000. The X-axis represents the fiscal year. The legend indicates four categories: TTL Revenues (blue bars), TTL Expenditures (red bars), Net Revenues (after Exp) (green bars), and Ending Balance June 30 (purple bars). In all three years, TTL Revenues exceed TTL Expenditures, resulting in positive net revenues and increasing ending balances.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>TTL Revenues</th> <th>TTL Expenditures</th> <th>Net Revenues (after Exp)</th> <th>Ending Balance June 30</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>\$14,000,000</td> <td>\$14,000,000</td> <td>\$0</td> <td>\$5,963,674</td> </tr> <tr> <td>2021-22</td> <td>\$14,894,481</td> <td>\$14,894,481</td> <td>\$0</td> <td>\$6,145,171</td> </tr> <tr> <td>2022-23</td> <td>\$16,140,569</td> <td>\$14,491,497</td> <td>\$1,215,243</td> <td>\$7,360,415</td> </tr> </tbody> </table>				Year	TTL Revenues	TTL Expenditures	Net Revenues (after Exp)	Ending Balance June 30	2020-21	\$14,000,000	\$14,000,000	\$0	\$5,963,674	2021-22	\$14,894,481	\$14,894,481	\$0	\$6,145,171	2022-23	\$16,140,569	\$14,491,497	\$1,215,243	\$7,360,415
Year	TTL Revenues	TTL Expenditures	Net Revenues (after Exp)	Ending Balance June 30																			
2020-21	\$14,000,000	\$14,000,000	\$0	\$5,963,674																			
2021-22	\$14,894,481	\$14,894,481	\$0	\$6,145,171																			
2022-23	\$16,140,569	\$14,491,497	\$1,215,243	\$7,360,415																			

**Gorman Learning Center - San Bernardino/Santa Clar
2020-25 Charter Renewal - 3-Year Financial Projectio
3-YEAR FINANCIAL PROJECTION**

Description	YEAR 1	YEAR 2	YEAR 3
	2020-21	2021-22	2022-23
Enrollment	1,339	1,400	1,476
P-2 ADA	1,312.22	1,372.00	1,447.45
REVENUES			
Local Control Funding Formula Revenues			
8011 - General Purpose Block Grant	11,552,046	12,440,872	13,569,497
8012 - Education Protection Account	262,444	274,400	289,490
8096 - Funding in Lieu of Property Taxes	571,328	597,356	630,206
TTL LCFF Revenues	12,385,818	13,312,628	14,489,193
Federal Revenue			
8181 - Federal IDEA Special Education	162,500	167,375	172,375
8290 - ESSA + Other Federal Revenue	182,402	190,408	197,763
TTL Federal Revenue	344,902	357,783	370,138
Other State Revenue			
8311 - State Special Education Revenue	670,985	701,552	740,133
8550 - Mandate Block Grant	37,801	40,632	42,866
8560 - State Lottery Revenue	283,797	296,631	312,984
8590 - Add'l State Revenues	-	-	-
TTL Other State Revenue	992,583	1,038,815	1,095,983
Other Local Revenue			
8699 - Local Donations/Contributions/Other	185,255	185,255	185,255
TTL Other Local Revenue	185,255	185,255	185,255
TTL REVENUES	13,908,558	14,894,481	16,140,569
EXPENDITURES			
1000 - Certificated Salaries			
1100 - Teachers' Salaries	3,112,039	3,132,892	3,146,307
1200 - Certificated Support	1,026,025	1,046,546	1,067,477
1300 - Certificated Supervisory/Admin	583,229	594,893	606,791
1900 - Other Certificated Salaries	-	-	-
TTL Certificated Salaries	4,721,293	4,774,331	4,820,575
2000 - Non-Certificated Salaries			
2100 - Instructional Aide Salaries	1,205,098	1,220,764	1,230,530
2200 - Classified Support Salaries	419,916	425,374	428,777
2300 - Classified Supervisory/Admin	518,335	525,073	529,274
2400 - Clerical/Tech/Office Staff	657,551	666,099	671,428
2900 - Other Classified	-	-	-
TTL Non-Certificated Salaries	2,800,900	2,837,310	2,860,009
3000 - Employee Benefits			
STRS	828,699	823,075	825,463
PERS	578,370	595,721	613,592
OASDI	153,915	158,532	163,288

**Gorman Learning Center - San Bernardino/Santa Clar
2020-25 Charter Renewal - 3-Year Financial Projectio
3-YEAR FINANCIAL PROJECTION**

Description	YEAR 1	YEAR 2	YEAR 3
	2020-21	2021-22	2022-23
Medicare	59,711	60,013	60,207
Healthcare	460,391	483,411	507,581
SUI	55,800	55,800	55,800
WC	53,534	53,805	53,979
Other Benefits	100,565	100,565	100,565
TTL Employee Benefits	2,290,985	2,330,922	2,380,475
4000 - Books/Supplies/Materials			
4100 - Textbooks	255,000	260,000	265,000
4200 - Library Books & Reference Materials	318,750	325,125	331,628
4310 - Materials & Supplies	306,000	312,120	318,362
4400 - Noncapitalized Equipment	102,000	104,040	106,121
4700 - Food Services	29,070	29,651	30,244
TTL Books/Supplies/Materials	1,010,820	1,030,936	1,051,355
5000 - Services & Operations			
5200 - Travel and Conferences	181,461	185,090	188,792
5300 - Dues and Memberships	20,573	20,985	21,405
5400 - Insurance (other than Healthcare)	165,342	168,649	172,022
5500 - Operation and Housekeeping Services	154,964	158,063	161,224
5600 - Rents, Leases & Repairs	930,695	949,309	968,295
5800 - Professional/Consulting Services	2,040,392	2,081,200	2,122,824
5900 - Communications (General)	105,872	107,989	110,149
TTL Services & Operations	3,599,299	3,671,285	3,744,711
6000 - Capital Outlay			
6900 - Depreciation	63,200	63,200	63,200
TTL Capital Outlay	63,200	63,200	63,200
7000 - Other Outgo			
7438 - Long-Term Interest	5,000	5,000	5,000
TTL Other Outgo	5,000	5,000	5,000
TTL EXPENDITURES	14,491,497	14,712,984	14,925,325
Revenues less Expenditures	(582,939)	181,498	1,215,243
Beginning Fund Balance	6,546,613	6,000,254	6,063,573
Net Revenues	(582,939)	181,498	1,215,243
ENDING BALANCE	5,963,674	6,181,752	7,278,816
ENDING BALANCE AS % OF OUTGO	41.15%	42.02%	48.77%

**Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
ENROLLMENT AND A.D.A. ASSUMPTIONS**

ADA Ratio: [*]	YEAR 1		YEAR 2		YEAR 3	
	2020-21		2021-22		2022-23	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA
Total TK-3 Enrollment	362	354.30	378	370.44	399	390.81
Total 4-6 Enrollment	268	262.44	280	274.40	295	289.49
Total 7-8 Enrollment	214	209.96	224	219.52	236	231.59
Total 9-12 Enrollment	495	485.52	518	507.64	546	535.56
TTL Enrollment/ADA	1,339	1,312.22	1,400	1,372.00	1,476	1,447.45
<hr/>						
<u>LCFF Unduplicated Calc:</u>						
Enrollment*	1339		1400		1476	
Unduplicated Count*	366		383		404	
Unduplicated Percentage:	27.33%		27.36%		27.37%	
Blended 3-year UP:	27.32%		27.33%		27.35%	

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio

Gorman Learning Center - San Bernardino/Santa Clarita

2020-25 Charter Renewal - 3-Year Financial Projection

STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Base indendent study student to teacher ratio of 25:1 is assumed annually. Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = as per published CalSTRS rates

PERS = as per published CalPERS rates

OASDI = 6.20% (for non-STRS)

Medicare = 1.45%

Worker's Compensation Insurance = 1.75%

State Unemployment Insurance (SUI) = 0.05%

Health Care = assuming 12.0% of total payroll (averaged)

For budget purposes we are assuming all certificated staff are CalSTRS participants.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate.

Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.

Gorman Learning Center - San Bernardino/Santa Clarita 2020-25 Charter Renewal - 3-Year Financial Projection FUNDING ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 98.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. LCFF Unduplicated % estimated at 27.33% based on historical demographics.

FEDERAL FUNDING ASSUMPTIONS:

1. ESSA assumed - Title I Part A, Title II Part A, Title IV Part A.
2. IDEA Special Education funding assumed at \$125/prior year ADA less SELPA admin fee.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using FCMAT's LCFF Calculator and results entered into the Funding Calculations page, assuming Lucerne Valley USD as the highest physical location district for both base year and unduplicated percentage calculations.
2. COLAs and gap rates taken from LCFF 20.2c FCMAT Calculator.
3. Mandate Block Grant funding is assumed at \$16.86/PY ADA for TK-8, \$46.87/PY ADA for 9-12.
5. AB602 Funding through El Dorado County SELPA @ \$543/ADA less admin fee.
6. No separate SPED Mental Health funding assumed until awarded.

LOCAL FUNDING ASSUMPTIONS:

1. Local revenues assumed based on historical actuals.
2. Special education funding assumes membership in El Dorado County SELPA - no local pass-through.

CASH FLOW ASSUMPTIONS:

1. No loans assumed.
2. No state deferrals currently assumed.

**Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
FUNDING CALCULATIONS**

2020-21 (Year 1)	Statewide COLA:	3.000%
LCFF FUNDING		
LCFF State Aid:	\$ 8,803.44	<u>ADA</u> 1,312.22 <u>Subtotal</u> \$ 11,552,046
LCFF Education Protection Account:	200.00	1,312.22 262,444
LCFF In-Lieu-Of Property Taxes:	435.39	1,312.22 571,328
Total LCFF Funding:	\$ 9,438.83 per ADA	12,385,818.00
	TOTAL LCFF FUNDING	\$ 12,385,818.00
FEDERAL REVENUES		
Title I Part A		\$ 153,930.36
Title II Part A		18,471.64
Title IV Part A		10,000.00
ESSA Funding:		182,402.00
Other Federal Revenues		
Federal IDEA Special Education		162,500.00
Other Federal Revenue		-
Total Other Federal Revenues:		162,500.00
	TOTAL FEDERAL REVENUES	\$ 344,902.00
OTHER STATE REVENUES		
Non-Prop 20 Lottery	\$ 153.00	1,371 \$ 209,763.00
Prop 20 Lottery	54.00	1,371 74,034.00
		283,797.00
Additional Other State Revenues		
Mandate Block Grant (ongoing)		\$ 37,801.00
State Special Education (AB602)		670,984.67
Other State Revenues		-
Total Additional Other State Revenues:		708,785.67
	TOTAL OTHER STATE REVENUES	\$ 992,582.67
OTHER LOCAL REVENUES		
Local Donations/Contributions & Other Revenues		\$ 185,255.00
Other Local Revenues		
Total Additional Other Local Revenues:		185,255.00
	TOTAL OTHER LOCAL REVENUES	\$ 185,255.00
	TOTAL REVENUES	\$ 13,908,557.67

**Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
FUNDING CALCULATIONS**

2021-22 (Year 2)	Statewide COLA:	2.80%	
LCFF FUNDING			
	\$/ADA	ADA	Subtotal
LCFF State Aid:	\$ 9,067.69	1,372.00	\$ 12,440,872
LCFF Education Protection Account:	200.00	1,372.00	274,400
LCFF In-Lieu-Of Property Taxes:	435.39	1,372.00	597,356
Total LCFF Funding:	\$ 9,703.08 per ADA		13,312,628.00
	TOTAL LCFF FUNDING		\$ 13,312,628.00
FEDERAL REVENUES			
Title I Funding		\$ 161,078.57	
Title II Part A		19,329.43	
Title IV Part A		10,000.00	
ESSA Funding:			190,408.00
Other Federal Revenues			
Federal IDEA Special Education		167,375.00	
Other Federal Revenue		-	
Total Other Federal Revenues:			167,375.00
	TOTAL FEDERAL REVENUES		\$ 357,783.00
OTHER STATE REVENUES			
Non-Prop 20 Lottery	\$ 153.00	1,433	\$ 219,249.00
Prop 20 Lottery	54.00	1,433	77,382.00
			296,631.00
Additional Other State Revenues			
Mandate Block Grant (ongoing)		\$ 40,632.00	
State Special Education (AB602)		701,552.31	
Other State Revenues		-	
Total Additional Other State Revenues:			742,184.31
	TOTAL OTHER STATE REVENUES		\$ 1,038,815.31
OTHER LOCAL REVENUES			
Local Donations/Contributions & Other Revenues		\$ 185,255.00	
Other Local Revenues		-	
Total Additional Other Local Revenues:			185,255.00
	TOTAL OTHER LOCAL REVENUES		\$ 185,255.00
	TOTAL REVENUES	\$	14,894,481.31

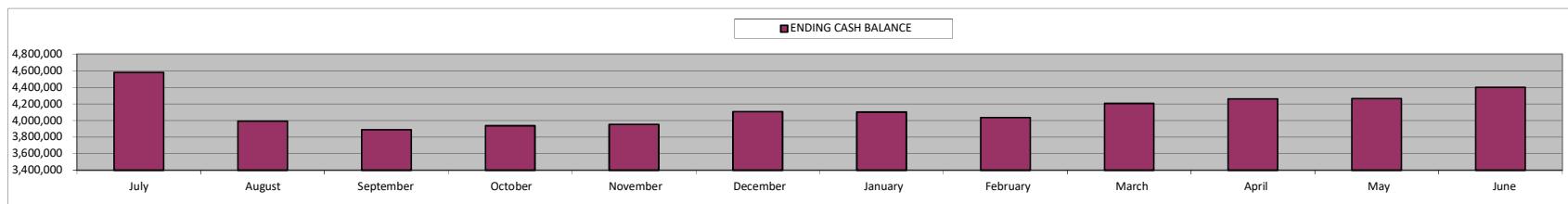
**Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
FUNDING CALCULATIONS**

2022-23 (Year 3)	Statewide COLA:	3.16%
LCFF FUNDING		TOTALS
LCFF State Aid:	\$ 9,374.76	<u>ADA</u> 1,447.45 <u>Subtotal</u> \$ 13,569,497
LCFF Education Protection Account:	200.00	1,447.45 289,490
LCFF In-Lieu-Of Property Taxes:	435.39	1,447.45 630,206
Total LCFF Funding:	\$ 10,010.15 per ADA	14,489,193.00
	TOTAL LCFF FUNDING	\$ 14,489,193.00
FEDERAL REVENUES		
Title I Funding		\$ 167,645.54
Title II Part A		20,117.46
Title IV Part A		10,000.00
ESSA Funding:		197,763.00
Other Federal Revenues		
Federal IDEA Special Education		172,375.00
Other Federal Revenue		-
Total Other Federal Revenues:		172,375.00
	TOTAL FEDERAL REVENUES	\$ 370,138.00
OTHER STATE REVENUES		
Non-Prop 20 Lottery	\$ 153.00	1,512 \$ 231,336.00
Prop 20 Lottery	54.00	1,512 81,648.00
		312,984.00
Additional Other State Revenues		
Mandate Block Grant (ongoing)		\$ 42,866.00
State Special Education (AB602)		740,132.57
Other State Revenues		-
Total Additional Other State Revenues:		782,998.57
	TOTAL OTHER STATE REVENUES	\$ 1,095,982.57
OTHER LOCAL REVENUES		
Local Donations/Contributions & Other Revenues		\$ 185,255.00
Other Local Revenues		-
Total Additional Other Local Revenues:		185,255.00
	TOTAL OTHER LOCAL REVENUES	\$ 185,255.00
	TOTAL REVENUES	\$ 16,140,568.57

LCFF Calculator Universal Assumptions						
Gorman Learning Center San Bernardino/Santa Clarita						
Summary of Funding						
	2020-21	2021-22	2022-23	2023-24	2024-25	
Target Components:						
COLA & Augmentation	3.00%	2.80%	3.16%	3.20%	3.20%	
Base Grant	11,330,441	12,178,077	13,253,857	14,427,872	15,635,258	
Grade Span Adjustment	413,677	444,596	483,882	526,487	570,739	
Supplemental Grant	641,700	689,955	751,454	818,003	886,144	
Concentration Grant	-	-	-	-	-	
Add-ons	-	-	-	-	-	
Total Target	12,385,818	13,312,628	14,489,193	15,772,362	17,092,141	
Transition Components:						
Target	\$ 12,385,818	\$ 13,312,628	\$ 14,489,193	\$ 15,772,362	\$ 17,092,141	
Funded Based on Target Formula (PY P-2)	TRUE	TRUE	TRUE	TRUE	TRUE	
Floor	14,417,138	15,073,931	15,902,887	16,775,132	17,614,965	
<i>Remaining Need after Gap (informational only)</i>						
Gap %	100%	100%	100%	100%	100%	
Current Year Gap Funding	-	-	-	-	-	
Miscellaneous Adjustments	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	
Total LCFF Entitlement	\$ 12,385,818	\$ 13,312,628	\$ 14,489,193	\$ 15,772,362	\$ 17,092,141	
Components of LCFF By Object Code						
	2020-21	2021-22	2022-23	2023-24	2024-25	
8011 - State Aid	\$ 11,552,046	\$ 12,440,872	\$ 13,569,497	\$ 14,802,222	\$ 16,073,432	
8011 - Fair Share	-	-	-	-	-	
8311 & 8590 - Categoricals	-	-	-	-	-	
EPA (for LCFF Calculation purposes)	262,444	274,400	289,490	305,368	320,656	
<i>Local Revenue Sources:</i>						
8021 to 8089 - Property Taxes	-	-	-	-	-	
8096 - In-Lieu of Property Taxes	571,328	597,356	630,206	664,772	698,053	
<i>Property Taxes net of in-lieu</i>	-	-	-	-	-	
TOTAL FUNDING	\$ 12,385,818	\$ 13,312,628	\$ 14,489,193	\$ 15,772,362	\$ 17,092,141	
<i>Basic Aid Status</i>	-	-	-	\$ -	\$ -	
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Phase-In Entitlement	\$ 12,385,818	\$ 13,312,628	\$ 14,489,193	\$ 15,772,362	\$ 17,092,141	
EPA Details						
% of Adjusted Revenue Limit - Annual	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.50770954%	
% of Adjusted Revenue Limit - P-2	30.50770954%	30.50770954%	30.50770954%	30.50770954%	30.34340281%	
EPA (for LCFF Calculation purposes)	\$ 262,444	\$ 274,400	\$ 289,490	\$ 305,368	\$ 320,656	
<i>8012 - EPA, Current Year Receipt</i>						
(P-2 plus Current Year Accrual)	262,444	274,400	289,490	305,368	320,656	
<i>8019 - EPA, Prior Year Adjustment</i>						
(P-A less Prior Year Accrual)	-	-	-	-	-	
<i>Accrual (from Assumptions)</i>	-	-	-	-	-	
Summary of Student Population						
	2020-21	2021-22	2022-23	2023-24	2024-25	
Unduplicated Pupil Population						
Enrollment	1,339	1,400	1,477	1,558	1,636	
COE Enrollment	-	-	-	-	-	
<i>Total Enrollment</i>	1,339	1,400	1,477	1,558	1,636	
Unduplicated Pupil Count	366	383	404	426	447	
COE Unduplicated Pupil Count	-	-	-	-	-	
<i>Total Unduplicated Pupil Count</i>	366	383	404	426	447	
Rolling %, Supplemental Grant	27.3200%	27.3300%	27.3500%	27.3500%	27.3400%	
Rolling %, Concentration Grant	27.3200%	27.3300%	27.3500%	27.3500%	27.3400%	
ACTUAL ADA (Current Year Only)						
Grades TK-3	354.30	370.44	390.81	412.25	432.89	
Grades 4-6	262.44	274.40	289.49	305.37	320.66	
Grades 7-8	209.96	219.52	231.59	244.29	256.52	
Grades 9-12	485.52	507.64	535.56	564.93	593.21	
Total Actual ADA	1,312.22	1,372.00	1,447.45	1,526.84	1,603.28	
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	

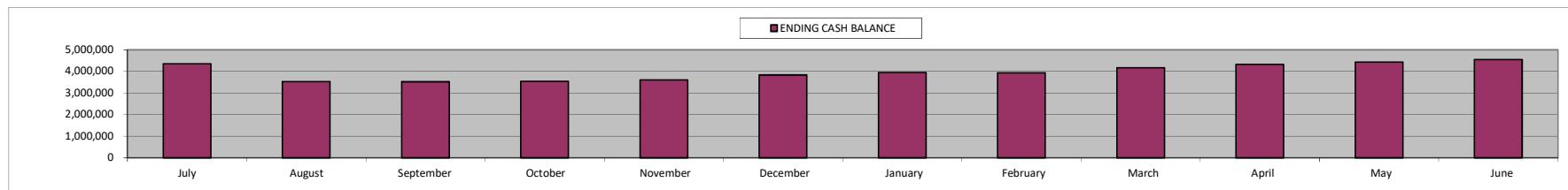
Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
2020-21 Projected Monthly Cash Flow Statement

Description	2020-21 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		2,478,394	4,579,739	3,992,636	3,886,342	3,936,461	3,952,289	4,104,678	4,102,151	4,036,562	4,205,120	4,261,509	4,262,547		2,478,394
REVENUES															
LCFF State Aid	11,552,046	577,602	577,602	1,039,684	1,039,684	1,039,684	1,039,684	1,039,684	1,039,684	1,039,684	1,039,684	1,039,684	-	11,552,046	
Education Protection Account	262,444	-	-	65,611	-	65,611	-	65,611	-	65,611	-	65,611	-	262,444	
In-Lieu-Of Property Taxes	571,328	34,280	68,559	45,706	45,706	45,706	45,706	45,706	45,706	45,706	45,706	45,706	39,993	571,328	
Federal Revenues	344,902			86,226										86,226	344,902
Lottery Revenues	283,797													70,949	283,797
Other State Revenues	708,786	35,439	63,791	63,791	63,791	63,791	63,791	63,791	63,791	63,791	63,791	63,791	-	708,786	
Other Local Revenues	185,255	-	-	30,876	-	30,876	-	30,876	-	30,876	-	30,876	-	-	185,255
TTL REVENUES	13,908,558	613,042	647,321	1,268,521	1,235,407	1,180,057	1,316,617	1,235,407	1,149,181	1,350,897	1,229,693	1,174,344	1,310,904	197,168	13,908,558
EXPENDITURES															
All Certificated Salaries	4,721,293	-	410,547	410,547	410,547	410,547	410,547	410,547	410,547	410,547	410,547	410,547	205,274	4,721,293	
All Classified Salaries	2,800,900	70,023	237,364	237,364	237,364	237,364	237,364	237,364	237,364	237,364	237,364	237,364	119,869	2,800,900	
All Benefits	2,290,985	21,326	197,330	197,330	197,330	197,330	197,330	197,330	197,330	197,330	197,330	197,330	99,027	2,290,985	
All Materials & Supplies	1,010,820	45,946	112,313	252,705	63,176	42,118	42,118	115,823	92,659	60,228	51,194	51,194	30,153	1,010,820	
All Services and Operations	3,599,299	179,965	276,869	276,869	276,869	276,869	276,869	276,869	276,869	276,869	276,869	276,869	373,773	3,599,299	
All Capital Outlay	63,200	-	-	-	-	-	-	-	-	-	-	-	63,200	63,200	
All Other Expenditures	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000	
TTL EXPENDITURES	14,491,497	317,280	1,234,424	1,374,816	1,185,287	1,164,228	1,164,228	1,237,934	1,214,769	1,182,339	1,173,305	1,173,305	896,295	14,491,497	
	(582,939)													(582,939)	
OTHER TRANS. AFFECTING CASH															
Accounts Receivable (net change)	1,923,801													1,923,801	
Net Change in Payables	(118,237)													(118,237)	
TTL OTHER TRANSACTIONS	1,805,564	-		1,805,564											
NET INCREASE (DECREASE)		2,101,345	(587,103)	(106,295)	50,119	15,828	152,389	(2,528)	(65,588)	168,558	56,389	1,039	137,599		1,222,625
ENDING CASH BALANCE		4,579,739	3,992,636	3,886,342	3,936,461	3,952,289	4,104,678	4,102,151	4,036,562	4,205,120	4,261,509	4,262,547	4,400,146		3,701,019



Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
2021-22 Projected Monthly Cash Flow Statement

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year	
BEGINNING CASH	4,400,146	4,352,067	3,527,855	3,519,572	3,536,496	3,605,773	3,833,096	3,944,641	3,931,496	4,176,190	4,324,631	4,429,790	4,552,437	4,400,146		
REVENUES																
LCFF State Aid	12,440,872	622,044	622,044	1,119,678	1,119,678	1,119,678	1,119,678	1,119,678	1,119,678	1,119,678	1,119,678	1,119,678	-	12,440,872		
Education Protection Account	274,400	-	-	68,600	-	68,600	-	68,600	-	68,600	-	68,600	-	274,400		
In-Lieu-Of Property Taxes	597,356	-	35,841	71,683	47,788	47,788	47,788	47,788	47,788	83,630	41,815	41,815	41,815	597,356		
Federal Revenues	357,783	-	-	44,723	-	-	89,446	-	-	89,446	51,112	51,112	-	31,945	357,783	
Lottery Revenues	296,631	-	-	-	-	-	-	-	-	74,158	-	-	-	74,158	296,631	
Other State Revenues	742,184	37,109	37,109	66,797	66,797	66,797	66,797	66,797	66,797	66,797	66,797	66,797	-	742,184		
Other Local Revenues	185,255	-	-	30,876	-	30,876	30,876	-	-	30,876	-	30,876	-	185,255		
TTL REVENUES	14,894,481	659,153	694,994	1,402,356	1,234,264	1,265,139	1,423,185	1,382,579	1,234,264	1,459,026	1,353,560	1,310,278	1,327,766	147,918	14,894,481	
EXPENDITURES																
All Certificated Salaries	4,774,331	-	415,159	415,159	415,159	415,159	415,159	415,159	415,159	415,159	415,159	415,159	207,580	4,774,331		
All Classified Salaries	2,837,310	70,933	240,450	240,450	240,450	240,450	240,450	240,450	240,450	240,450	240,450	240,450	121,427	2,837,310		
All Benefits	2,330,922	21,698	200,770	200,770	200,770	200,770	200,770	200,770	200,770	200,770	200,770	200,770	100,753	2,330,922		
All Materials & Supplies	1,030,936	46,861	114,548	257,734	64,434	42,956	42,956	118,128	94,502	61,427	52,213	52,213	30,753	1,030,936		
All Services and Operations	3,671,285	183,564	296,527	296,527	296,527	296,527	296,527	296,527	296,527	296,527	296,527	296,527	225,925	3,671,285		
All Capital Outlay	63,200	-	-	-	-	-	-	-	-	-	-	-	63,200	63,200		
All Other Expenditures	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000		
TTL EXPENDITURES	14,712,984	323,056	1,267,455	1,410,640	1,217,340	1,195,862	1,195,862	1,271,034	1,247,409	1,214,333	1,205,119	1,205,119	1,205,119	754,638	14,712,984	
OTHER TRANS. AFFECTING CASH	181,498													181,498		
Accounts Receivable (net change)	39,993	157,175	(424,169)	(408,926)										197,168	(833,095)	
Net Change in Payables														-	(635,928)	
TTL OTHER TRANSACTIONS	(384,176)	(251,752)														
NET INCREASE (DECREASE)	(48,079)	(824,212)	(8,284)	16,924	69,278	227,323	111,545	(13,145)	244,694	148,441	105,159	122,647		(454,430)		
ENDING CASH BALANCE	4,352,067	3,527,855	3,519,572	3,536,496	3,605,773	3,833,096	3,944,641	3,931,496	4,176,190	4,324,631	4,429,790	4,552,437		3,945,716		



Gorman Learning Center - San Bernardino/Santa Clarita
2020-25 Charter Renewal - 3-Year Financial Projection
2022-23 Projected Monthly Cash Flow Statement

Description	2022-23 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year		
BEGINNING CASH	4,552,437	4,553,433	3,867,427	3,952,404	4,059,785	4,219,946	4,545,014	4,675,883	4,752,600	5,096,644	5,341,309	5,538,604	5,755,395	4,552,437			
REVENUES																	
LCFF State Aid	13,569,497	678,475	678,475	1,221,255	1,221,255	1,221,255	1,221,255	1,221,255	1,221,255	1,221,255	1,221,255	1,221,255	-	13,569,497			
Education Protection Account	289,490	-	-	72,373	-	72,373	-	72,373	-	72,373	-	72,373	-	289,490			
In-Lieu-Of Property Taxes	630,206	-	37,812	75,625	50,416	50,416	50,416	50,416	50,416	50,416	50,416	50,416	-	630,206			
Federal Revenues	370,138	-	-	46,267	-	-	92,535	-	-	92,535	-	52,877	52,877	-	370,138		
Lottery Revenues	312,984	-	-	-	-	-	78,246	-	78,246	-	78,246	-	-	33,048			
Other State Revenues	782,999	39,150	39,150	70,470	70,470	70,470	70,470	70,470	70,470	70,470	70,470	70,470	-	156,492			
Other Local Revenues	185,255	-	-	30,876	-	30,876	30,876	-	30,876	-	30,876	-	30,876	-	312,984		
TTL REVENUES	16,140,569	717,625	755,437	1,516,865	1,342,141	1,373,017	1,537,924	1,420,387	1,342,141	1,575,736	1,466,962	1,419,592	1,439,087	233,654	16,140,569		
EXPENDITURES																	
All Certificated Salaries	4,820,575	-	419,180	419,180	419,180	419,180	419,180	419,180	419,180	419,180	419,180	419,180	419,180	209,590	4,820,575		
All Classified Salaries	2,860,009	71,500	242,374	242,374	242,374	242,374	242,374	242,374	242,374	242,374	242,374	242,374	242,374	122,399	2,860,009		
All Benefits	2,380,475	22,159	205,038	205,038	205,038	205,038	205,038	205,038	205,038	205,038	205,038	205,038	205,038	102,895	2,380,475		
All Materials & Supplies	1,051,355	47,789	116,817	262,839	65,710	43,806	43,806	120,468	96,374	62,643	53,247	53,247	53,247	31,362	1,051,355		
All Services and Operations	3,744,711	187,236	302,457	302,457	302,457	302,457	302,457	302,457	302,457	302,457	302,457	302,457	302,457	230,444	3,744,711		
All Capital Outlay	63,200	-	-	-	-	-	-	-	-	-	-	-	-	63,200	63,200		
All Other Expenditures	5,000	-	-	-	-	-	-	-	-	-	-	-	-	5,000	5,000		
TTL EXPENDITURES	14,925,325	328,684	1,285,867	1,431,889	1,234,759	1,212,856	1,212,856	1,289,518	1,265,424	1,231,693	1,222,297	1,222,297	1,222,297	764,889	14,925,325		
OTHER TRANS. AFFECTING CASH	1,215,243													1,215,243			
Accounts Receivable (net change)	41,815	106,103													147,918		
Net Change in Payables	(429,760)	(261,678)													(691,438)		
TTL OTHER TRANSACTIONS	(387,945)	(155,576)	-	(543,520)													
NET INCREASE (DECREASE)		996	(686,005)	84,976	107,382	160,161	325,068	130,870	76,717	344,043	244,665	197,295	216,791		671,723		
ENDING CASH BALANCE		4,553,433	3,867,427	3,952,404	4,059,785	4,219,946	4,545,014	4,675,883	4,752,600	5,096,644	5,341,309	5,538,604	5,755,395		5,224,160		

