Charter Petition Appeal

Submitted to the State Board of Education
Following Denial by the
San Diego County Board of Education

February 1, 2017
February 1, 2017

VIA: HAND DELIVERY

Dr. Michael Kirst, President, and Members
State Board of Education
Brian Bauer, Chair, and Members and SBE Liaisons
Advisory Commission on Charter Schools
Cindy Chan, Director
Charter Schools Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Re: Grossmont Secondary School Charter School Petition Appeal to the State Board of Education

Dear President Kirst, Chair Bauer, Director Chan, and Esteemed Members of the State Board of Education and Advisory Commission on Charter Schools:

This letter is to inform you that Grossmont Secondary School (“GSS” or the “Charter School”) hereby submits its appeal of the denial of its charter petition by the San Diego County Board of Education (“County”) and the Grossmont Union High School District (“District”) Board of Trustees to the State Board of Education (“SBE”), as provided for in Education Code Section 47605(j)(1), and Title 5, California Code of Regulations Section 11967(a).

EXECUTIVE SUMMARY

I. OVERVIEW OF GROSSMONT SECONDARY SCHOOL

GSS is founded by an extremely experienced charter school educators and administrators who have more than 195 years of combined, directly pertinent experience. The team has had great success using the independent study method to improve student achievement. In fact, GSS is founded by the same development team and builds upon the success of the Audeo Charter School II (“Audeo II”), which was overwhelmingly approved by the SBE on July 14, 2016. This decision affirmed the positive recommendation of the California Department of Education (“CDE”) and Advisory Commission on Charter Schools (“ACCS”) to approve the Audeo II charter petition.
GSS is modeled after the very successful Charter School of San Diego (“CSSD”), authorized by San Diego Unified School District (“SDUSD”) since 1994. Over the course of the last 23 years, CSSD has transformed the lives of more than 44,000 students, lowered the dropout rate, and provided a high quality educational option to students and their families throughout San Diego County. CSSD has a demonstrated track record of successfully serving academically low achieving students:

- CSSD has been fully accredited by the Western Association of Schools and Colleges (WASC). In July 2011, CSSD received a six-year WASC term. This is the highest term granted by WASC. In the accreditation determination letter, WASC noted, “Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school.” “Please accept our congratulations on the quality of instruction being offered in your school.”

- CSSD has an established University of California (UC) a-g course list and a National Collegiate Athletic Association (NCAA) course list.

- In 2013, CSSD was one of the most successful schools qualifying under the Alternative Schools Accountability Model (ASAM) in the state of California. Out of the approximately 846 ASAM schools in the state, CSSD had the 23rd highest API score (top 5%).

- CSSD increased its overall API score by a combined total of 38 points in the last three years of API published results, including for each significant subgroup published by the state.

- Despite having students enter CSSD on average two grade levels behind in reading and three grade levels behind in math, an overall increased number of CSSD students over the past four years have been meeting their NWEA growth targets.

- In the last five years, nearly 3,000 CSSD students, the majority of whom were not on track to graduate, have completed their high school requirements by receiving a diploma (2,484), passed the GED (44), or passed the CHSPE (94).

- From 2011-2015, CSSD decreased its overall dropout rate from 4.6% to 2.4%. This is an outstanding achievement given that the majority of CSSD students enroll behind in credits, not on track to graduate within four years, two grade levels behind in English, and three grade levels behind in math. This includes low dropout rates for subgroups in 2014-2015 such as Hispanic (2.4%), African American (2.8%), and White (2.4%).

- From 2010-2014, despite CSSD students entering on an average of two grade levels behind in reading and three grade levels behind in math, 80% of CSSD 10th grade...
students passed both the ELA and Math portions of the California High School Exit Exam.

- CSSD continues to provide a safe and supportive learning environment for all the students it serves. CSSD’s educational setting allows students to focus on academics and learn positive behaviors. CSSD’s suspension and expulsion rates remain very low.

- CSSD annually surveys its parents and students as one of many ways to gather feedback on their experience at CSSD. Overwhelmingly, CSSD students and parents continue to indicate their satisfaction with CSSD.

- For the last four years, CSSD students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD.

- CSSD was given the CALPADS Data Management Recognition Award in 2013-2014 for quality of data management.

- In June 2014, CSSD’s Technology Plan was approved by the California Department of Education.

- In Spring 2015, CSSD’s Work Experience program was approved by the California Department of Education.

- CSSD’s Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors.

- CSSD has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2014 CSSD was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools.

GSS shall be successful in providing school choice to at-risk students due to the following:

**Experienced Development Team**

As noted above, the GSS development team has extensive experience in instruction, curriculum development, assessment, school finance and business management, facilities, school administration and governance matters, and experience working with our targeted student population. GSS’s development team is a 2015 Malcolm Baldrige National Quality Award recipient and the California Awards for Performance Excellence (“CAPE”) Eureka Award for Performance Excellence Gold Level Award recipient. The Malcolm Baldrige National Quality Award is the nation’s highest Presidential honor for performance excellence through innovation,
improvement and visionary leadership. The CAPE Eureka Award for Performance Excellence is the state-level recognition of excellence based on the Baldrige framework. This is the first time that the award has been presented to a school – most importantly, a charter school – in the Baldrige award’s 28-year history. This honor is a tribute to excellence across many sectors. It is awarded to organizations that demonstrate quality and performance excellence in Leadership/Governance, Strategic Planning, Customer Focus, Knowledge Management, Workforce Focus, Operations, and Results.1

Mary Searcy Bixby, member of the GSS development team, is the 2017 recipient of the Harry S. Hertz Leadership Award. The Harry S. Hertz Leadership Award, given by the Baldrige Foundation, recognizes an individual whose behaviors provide a role model for others. While no one person in an organization can be credited with the achievement of excellence, this award recognizes role-model leader behaviors that have inspired, encouraged, challenged, and empowered others to achieve performance excellence. Recipients of the award personify the Harry S. Hertz Award Core Value Attributes and Leadership Behaviors: visionary leadership, customer-focused excellence, organizational and personal learning, valuing workforce members and partners, agility, managing for innovation, management by fact, societal responsibility, focus on results and creating value, and systems perspective.

**Strong Community Support and Demand**

GSS shall serve a unique student population. Students will choose to enroll at GSS because they have not been successful in the traditional school system or are looking for a personalized educational environment. Student demographic trends, gathered through our experience in operating CSSD, indicate that about 60 percent of students in middle and high school are credit deficient upon enrollment, currently about 73 percent are socio-economically disadvantaged, and 76 percent represent a minority student population. Additionally, approximately 15 percent have been identified as Special Education students.

**Innovative and Proven School Design to Meet the Needs of All Students**

GSS shall be an independent study school serving grades seven through twelve (7-12). Each GSS student shall enjoy the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. GSS teachers shall be committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

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The focus of GSS is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to an often times high-risk student population. GSS students will be offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students. The GSS instructional approach focuses on individualizing and personalizing each student’s academic plan in order to achieve their pathway to success.

**Resource Centers Focused on Student Access and Success**

Under this charter petition, GSS proposes to operate three resource centers – all of which are located within the boundaries of the Grossmont Union High School District, and are in compliance with the recent Third Appellate District’s decision in *Anderson Union High School Dist. v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262 (“Shasta”).

GSS is based upon a “university model” where students attend the resource center twice per week for two hours to turn in their work and review academic progress with their teacher. These meetings are not mandatory if the student is making adequate progress at home. For students making adequate progress at home, those students have the option to come in as needed, where they may only come to the resource center once per week, once every two weeks, or once per month. GSS offers a blended learning model where courses are made available online and only require periodic check-ins at the resource center. While in the resource center, students have the option to work independently, receive tutoring, utilize computers to complete their assignments, complete science labs, and complete all required course tests and state required assessments. At the resource centers, students are given the opportunity to attend one-on-one tutoring sessions and small group (3-5 students) tutoring sessions working together on similar assignments.

The GSS resource centers are safe, secure and conducive to learning. GSS ensures that all locations are ADA compliant and accessible for students with disabilities. GSS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. Each resource center is equipped with student computers, audio-visual equipment, teacher desks, student tables and chairs, a copy machine, bookshelves, textbooks, storage, and an alarm system.

**Solid Financial Plan**


GSS’s budgetary and financial results, which reflect its value of using business principles to manage the organization, demonstrate a fiscally sound charter school. It provides the resources to support a highly-engaged staff and meet the educational needs of students. The revenues and end-of-the-year fund balances are all trending favorably and up from FY 2006-07 through FY 2015-2016. GSS maintains financial stability through prudent monitoring of budgeted expenses.
and forecasted revenues to ensure adequate reserves are built and maintained when closing a fiscal year. The combined decrease in the rates of funding for the State Principal Apportionments for four fiscal years, which started in FY 2008-2009 through FY 2012-2013, was 43.14 percent. Although CSSD experienced a steep decrease in funding, CSSD managed to continuously increase its revenue by a sharp focus on enrollment and ADA. From FY 2009-2010 to FY 2015-2016, CSSD increased its revenue by $12,682,872 and the fund balance by $15,963,351.

GSS prepares cash flow of financial resources with a focus on the annual operating budget and current liabilities. The Board of Directors and Senior Leader compare the actual revenues and expenditures with the adopted budget three times a year. Tracking costs and resources allows GSS to make effective decisions and to ensure fiscal solvency. GSS develops a budget that supports the goals of the school. When developing the annual budget, factors such as student population, past years’ experience and trends, need for new services, expansion and curtailment of existing services, estimated revenues and proposed expenditures, as well as strategic initiatives are considered. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations and that goals are met.

In addition, since the beginning of the operation of CSSD in 1994, the operational and financial audits are consistently clean with no audit findings.

**Workforce Support, Services and Benefits**

GSS supports its workforce through services, benefits, and policies that exceed those of CSSD’s authorizer, SDUSD. The base compensation schedule is 5 percent above that of SDUSD and is competitive with neighboring districts. Credentialed teachers are contracted at 228 contract base days. GSS offers self-insured health plans. The benefits package is 100 percent employer paid for eligible employees and all eligible dependents. Each credentialed teacher is supported by a Resource Center Associate who works 25 hours per week. CSSD has maintained an average 93 percent retention rate for the last three fiscal years.

**II. TIMELINE OF PERTINENT EVENTS; DISTRICT AND COUNTY DENIALS**

The GSS development team approached the Grossmont Union High School District (“GUHSD”) to authorize this new charter school due to the overwhelming demand from students currently attending resource centers in the areas operated under CSSD, as well as to comply with the *Shasta* decision. As background, the GSS petitioners had attempted to collaborate and partner with GUHSD on multiple occasions in the past, including the submission of a charter petition in 2009, which the GUHSD Board denied on July 9, 2009. In addition, development of the GSS petition was prompted following a meeting on October 14, 2015 with the SDUSD Superintendent, SDUSD legal counsel, SDUSD’s outside legal counsel (who represents both SDUSD and GUHSD), and other SDUSD staff, who recommended submission of a new charter petition to GUHSD to resolve some geographic restriction issues for two resource centers operated under the CSSD charter.
In response to the October 2015 meeting, the GSS petition was submitted to GUHSD on September 22, 2016; however, on November 15, 2016, the GSS charter was denied by the GUHSD Board of Trustees. The majority of the findings for denial of the GSS petition are factually inaccurate and not based on present data, do not accurately reflect the governance structure of practices of GSS, and grossly misstate material information.

GSS then appealed GUHSD’s denial to the San Diego County Board of Education on November 22, 2016, and the County Board voted to deny the GSS petition on January 19, 2017. Similar to the GUHSD findings for denial, the vast majority of the County’s findings are based on conjecture, factually inaccurate, and/or extend beyond the requirements of the Education Code. We have documented in GSS’s written responses to the GUHSD and County findings numerous instances where staff either ignored or failed to read the relevant section of the charter petition, failed to understand the independent study model of education and the laws regarding nonclassroom-based charter schools, or misapplied legal standards. During the County Board meeting on January 19, 2017, we were shocked to hear that County Board members had been misinformed by County staff that the Audeo II charter petition had been recommended by CDE for denial – a misleading falsehood that we attempted to clarify, but nonetheless appeared to taint the County Board’s final decision to deny the GSS petition.

III. **Petition Appeal to the State Board of Education**

Enclosed herein and described below are the required documents for an appeal of the denial of the GSS petition by the District and County. The California Code of Regulations, Title 5, Section 11967(b) requires that a charter school whose petition has been denied and that wishes to appeal its petition to the State Board of Education must send the following information within 180 days after the denial action:

1. A complete copy of the charter petition as denied, including the signatures required by Education Code Section 47605. (Attached under *Tab 1, Exhibit 2.*

2. Evidence of the District governing board’s action to deny the petition (e.g. meeting minutes) and the governing board’s written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b).

Attached under *Tab 1,* please find:

a. District letter re: results of the November 15, 2016 District Board meeting *(Exhibit 3)*

b. District findings and resolution for denial of the GSS petition *(Exhibit 4)*

c. GSS response to District findings for denial *(Exhibit 5)*

3. Evidence of the County governing board’s action to deny the petition (e.g. meeting minutes) and the governing board’s written factual findings specific to the particular
petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b).

Attached under Tab 2, please find:

a. County findings and resolution for denial of the GSS petition (Exhibit 1)
b. GSS response to County findings for denial (Exhibit 2)
c. County letter re: results of the January 19, 2017 County Board meeting (Exhibit 3)

4. A signed certification stating that the Petitioners will comply with all applicable law. (Attached under Tab 3.)

5. A description of any changes to the petition necessary to reflect the SBE as the chartering entity, as applicable. (Attached under Tab 4.)

At its January 19, 2017 meeting, the San Diego County Board of Education acted to deny the GSS charter petition. This appeal is therefore well within the 180-day limit for submission of an appeal of a charter petition. According to the California Code of Regulations, Title 5, Section 11967(e), if within 120 days of the SBE's receipt of a petition appealing the denial to establish a charter school, the SBE does not grant or deny the charter petition, the decision of the governing board of the school district to deny the petition is subject to judicial review.

IV. TECHNICAL AMENDMENTS

GSS requests that the SBE recognize as “technical amendments” a change in membership of the Board of Directors of Audeo Charter School, the nonprofit public benefit corporation that will operate GSS (“Audeo Corporation”). As of January 27, 2017, Ms. Bixby will no longer serve on the Audeo Corporation Board of Directors but has retained her role of President and Chief Executive Officer of the Audeo Corporation. We believe this change requires a minor, technical amendment to page 76 of the GSS charter petition. In addition, a minor amendment has been made to the Audeo Corporation bylaws to reflect a change in title from “Chairman of the Board,” to “President of the Board.”

* * * * *

We look forward to working with the California Department of Education, the Advisory Commission on Charter Schools, and the State Board of Education as each entity considers the GSS charter petition. If you have any questions or require additional information, please contact Lynne Alipio, Chief Business Officer, by phone (858-678-2048) or by email (lalipio@charterschool-sandiego.net).
Grossmont Secondary School Appeal to State Board of Education
February 1, 2017
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Sincerely,

Wade Aschbrenner
Lead Petitioner
Grossmont Secondary School

cc:  Karen Stapf Walters, Executive Director, State Board of Education
     Carolyn Pfister, Education Programs Consultant, State Board of Education
     Judie Hall, Administrator, Charter Schools Division, California Department of Education
     Mary S. Bixby, Founder and CEO, Charter School of San Diego
     Paul C. Minney, Esq., Lisa A. Corr, Esq., Michelle A. Lopez, Esq., and Kristopher Carpenter, Esq., Young, Minney & Corr, LLP
     Michelle Low, Director, Regulatory Affairs, California Charter Schools Association

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GROSSMONT SECONDARY SCHOOL

CHARTER PETITION APPEAL

SUBMITTED TO THE SAN DIEGO COUNTY BOARD OF EDUCATION

FOLLOWING DENIAL BY THE

GROSSMONT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION
GROSSMONT SECONDARY SCHOOL

Charter Petition Appeal Packet to the San Diego County Board of Education

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FORM A – NOTICE OF APPEAL: DENIED CHARTER PETITION
Form A

Notice of Appeal: Denied Charter Petition

Type: [X] Denied Initial Petition [ ] Denied Renewal Petition

CHARTER SCHOOL INFORMATION

Name of proposed charter school: Grossmont Secondary School

General location (including district) of proposed school:
La Mesa, CA; El Cajon, CA; Spring Valley, CA (Grossmont Union High School District)

Proposed grade levels: 7-12
Proposed total enrollment: YR1-360
Date: July 1, 2017

LEAD PETITIONER INFORMATION

Name of lead petitioner: Wade Aschbrenner
Position with proposed charter school:

Address: 10170 Huennekens Street City: San Diego, CA Zip: 92121
Daytime Phone Number(s): 858-678-3917 760-473-6075 FAX 858-552-6660
Email address: waschbrenner@altusschools.net

LIST CHARTER DEVELOPMENT TEAM MEMBERS (name/position with proposed charter school)

Mary Searcy Bixby
Dr. Jane Gawronski
Rear Admiral Len R. Hering
Lynne Alipio
Tim Tuter

Wade Aschbrenner
Arlene McGowan
Rachel Thomas
Stephanie Starr
Jackie Robertson

David Quezada
Jay Garrity
Gail Levine
Young, Minney & Corr. LLP

CERTIFICATION

I/we certify that we are interested in applying for a Charter School within San Diego County.

Print Name: Wade Aschbrenner Signature: Date:

Attach Articles of Incorporation and By-Laws of non-profit corporation or explanation of why these have not yet been developed.

OFFICE USE ONLY

Received by:
Print Name: Signature: Date:

EXHIBIT 2:

GROSSMONT SECONDARY SCHOOL CHARTER PETITION (ORIGINAL), INCLUDING SUPPORTING DOCUMENTS
Grossmont Secondary School
Charter Documents

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Charter Petition

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CHARACTER PETITION

Submitted to the Grossmont Union High School District Board of Education
September 22, 2016

Charter Term: July 1, 2017 – June 30, 2022
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  K – 4-year Projected Cash Flow
  L – Teacher Signatures
  M – Development Team Resumes
  N – Letters of Support
Affirmations and Declaration

I, Wade Aschbrenner, hereby certify that the information submitted in this petition for the establishment of a California public charter school to be named Grossmont Secondary School ("GSS" or the "Charter School"), authorized by the Grossmont Union High School District ("GUHSD" 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, 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)]

- Audeo Charter School declares that it shall be deemed the exclusive public school employer of the employees of Grossmont Secondary School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
The Charter School 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.

The Charter School 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)]

The Charter School shall ensure that teachers in the Charter School 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. Education Code Section 47605(l)]

The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

The Charter School 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 pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]

The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]

The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

The Charter School 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”).
• The Charter School shall comply with the Public Records Act.
• The Charter School shall comply with the Family Educational Rights and Privacy Act.
• The Charter School shall comply with the Ralph M. Brown Act.
• The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Wade Aschbrenner  
Lead Petitioner  
Grossmont Secondary School  

9/22/16  
Date
Introduction

FOUNDING TEAM

Audeo Charter School is a nonprofit public benefit corporation that shall operate Grossmont Secondary School, a new charter school to be authorized by the governing board of the Grossmont Union High School District.

Founding Team and Consultant Expertise Area Table

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**Development Team:** Grossmont Secondary School is founded by an extremely experienced group (over 195 years of combined directly pertinent experience) of charter school educators and administrators that have had great success using the independent study method to improve this type of targeted student population's achievement. The team has extensive experience in instruction, curriculum development, assessment, school finance and business management, facilities, school administration and governance matters, and experience working with our targeted student population.

The core team members are:

- **Mary Bixby:** Has 34 years of experience in charter school development, school administration, finance and governance. She has led public school programs working specifically with this type of targeted student population for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Network of Charter Schools.

- **Dr. Jane D. Gawronski:** Is the founding board member of Audeo Charter School with 15 years of charter school governance experience and 34 years of public education experience in curriculum, instructional methodology, school administration and school facilities. Dr. Gawronski was the 1997 California Superintendent of the Year. She has taught mathematics in grades seven through college level, has been a curriculum specialist, coordinator, director, assistant superintendent, and superintendent. As Superintendent, Dr. Gawronski oversaw a district with many educational options for students, decreased the dropout rate, and passed a general bond election with a 71% approval rate, and oversaw the construction of several facilities.

- **Rear Admiral Len Hering:** Retired Rear Admiral for United States Navy who managed a $1.4 billion budget annually and transformed the organization to a six year strategically focused, risk based, metric driven business. A data-focused, knowledge management conscientious business leader who has motivated and required a complex multi-disciplined service-based organization. Joined Altus-The Charter School of San Diego board in 2011, and brings 4 years of charter school governance experience.

- **Lynne Alipio:** Has 32 years of experience in governance, public school finance, charter school development, business development and business management, in both public school districts and charter schools. She is currently the Chief Business Officer and the Chief Financial Officer of the Altus Network of Charter Schools.

- **Tim Tuter:** Is the Executive Director of the Altus Network of Charter Schools. In this role, he has 13 years of experience in charter school instructional methodology, teaching, finance and facilities, and charter school administration and governance.

- **Arline McGowan:** Serves as the Data and Assessment Coordinator for Altus Network of Charter Schools. She has 13 years of experience in managing student records and data as it relates to enrollment, targeted student populations, assessment and student outcomes.
• Rachel Thomas: As the Altus Network of Charter Schools’ Curriculum and Professional Development Coordinator, she has 9 years of experience in curriculum development and providing professional development opportunities for staff.

• Stephanie Starr: As the Special Instructional Services Coordinator, she leads Altus Schools’ special education department and has 11 years of experience in school administration and working with targeted student populations.

• Wade Aschbrenner: Currently the External Relations Coordinator for Altus Network of Charter Schools. He has served as a teacher, administrator, and board member of Altus Network of Charter Schools. Over 20 years in the field of education, Wade earned a Master of Educational Administration & Leadership in Charter Schools from Central Michigan University.

• Gail Levine: As the Home School Coordinator, she brings 27 years of experience in education, curriculum, school administration for home school program, special education, legal, school finance, and business development the last 11 of which were as a director of a charter school homeschool program.

• Jackie Robertson: As the Altus Network of Charter Schools’ Communications Specialist, she brings 12 years of experience in administration and growing student enrollment.

• Jay Garrity: Currently the School Coordinator at Audeo Charter School. He has served as a teacher, counselor and administrator in independent study programs since 2008. He currently holds an Administrative Services Credential and Single Subject Social Science Teaching Credential. Jay earned Master of Education in Educational Technology from San Diego State University.

• David Quezada: He has served as a teacher and board member in independent study programs since 1995.

OVERVIEW OF GROSSMONT SECONDARY SCHOOL

Grossmont Secondary School (GSS) is modeled after the very successful the Charter School of San Diego (CSSD), authorized by San Diego Unified School District since 1994. Over the course of the last 22 years, CSSD has successfully transformed the lives of thousands of students, lowered the dropout rate, and provided a high quality educational option to students and their families throughout San Diego County.

Since 2009-2010, CSSD has been approved by the California Department of Education (CDE) to participate in the Alternative School Accountability Model (ASAM). Schools are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. High risk groups include the following:

• Expelled students
• Students suspended more than 10 days in one school year
• Wards of the Court or dependents of the Court
• Pregnant and/or parenting students
• Recovered drop-outs
• Habitual truants
• Habitually insubordinate or disorderly students
• Students retained more than once during grades K-8

GSS shall serve a unique student population. Students will choose to enroll at GSS because they have not been successful in the traditional school system or are looking for a personalized educational environment. Student demographic trends, gathered through our experience in operating CSSD indicate that about 60 percent of students in middle and high school are credit deficient upon enrollment, about 55 percent are socio-economically disadvantaged, and 64 percent represent a minority student population. Additionally, approximately 14 percent have been identified as Special Education students.

GSS shall be an independent study school serving grades 7 through 12. Each GSS student shall enjoy the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. GSS teachers shall be committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

The focus of GSS is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to an often times high-risk student population. GSS students will be offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

The GSS founding team is approaching GUHSD to authorize this new charter school due to the growing demand from GUHSD families currently attending a CSSD resource center. As indicated in the chart below since the 2009-2010 school year, a significant number of GUHSD students have attended each and every year.

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ACCOMPLISHMENTS OF THE CHARTER SCHOOL OF SAN DIEGO

The San Diego Unified School District approved the initial charter for The Charter School of San Diego on July 1, 1993 for a five-year term. Subsequently, the SDUSD Board of Education has approved the renewal of the CSSD Charter School for four additional five-year terms, the latest from July 1, 2013 through June 30, 2018.

CSSD Charter School has been fully accredited by the Western Association of Schools and Colleges (WASC). Its last accreditation was granted in 2011. CSSD received a full six-year term of
accreditation through June 30, 2017. CSSD has an established University of California (UC) a-g course list and a National Collegiate Athletic Association (NCAA) course list.

In November of 2015 CSSD was a recipient of the Malcolm Baldrige National Quality Award, the nation’s highest Presidential honor for performance excellence through innovation, improvement and visionary leadership. This is the first time that the award has been presented to a school – most importantly, a charter school – in its 28-year history.

Prior awards for CSSD include being recognized by the California Council for Excellence (CCE) as a recipient in 2005 and in 2007 of the California Award for Performance Excellence (CAPE) Eureka Award. The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key business areas including leadership, strategic planning, customer and market focus, measurement and knowledge management, human resources, process management, and results. The rigorous Baldrige criteria are recognized internationally as the hallmark for performance excellence and are used to select award winners to serve as role models for all California organizations.

Following is a list of additional accomplishments of CSSD Charter School:

- In 2013, CSSD was one of the most successful schools qualifying under the Alternative Schools Accountability Model (ASAM) in the state of California. Out of the approximately 846 ASAM schools in the state, CSSD had the 23rd highest API score (top 5%).
- CSSD increased its overall API score by a combined total of 38 points in the last three years of API published results, including for each significant subgroup published by the state [See Figure 1].
- Despite having students enter CSSD on average 2 grade levels behind in reading and 3 grade levels behind in math, an overall increased number of CSSD students over the past four years have been meeting their NWEA growth targets [See Figures 2-3].
- In the last five years, over 3,000 CSSD students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (2484), passing the GED (444) or passing the CHSPE (94) [See Figure 4].
- From 2011-2015 CSSD decreased its overall dropout rate from 4.6% to 2.4%. This is an outstanding achievement given that the majority of CSSD students enroll behind in credits, not on track to graduate within 4 years, 2 grade levels behind in English, and 3 grade levels behind in math. This includes low dropout rates for subgroups in 2014-2015 such as; Hispanic (2.4%), African American (2.8%), and White (2.4%) [See Figure 5].
- From 2010-2014, despite CSSD students entering on average 2 grade levels behind in reading and 3 grade levels behind in math, on average 80% of CSSD 10th graders have passed both the ELA and Math portions of the California High School Exit Exam [See Figures 6-7].
- CSSD continues to provide a safe and supportive learning environment for all the students it serves. CSSD’s educational setting allows students to focus on academics and learn positive behaviors. CSSD’s suspension and expulsion rates remain very low [See Figure 10].
- CSSD annually surveys its parents and students as one of many ways to gather feedback on their experience at CSSD. Overwhelmingly, CSSD students and parents continue to indicate their satisfaction with CSSD [See Figures 11-24].
For the last four years, CSSD students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD [See Figures 25-31].

In July, 2011, CSSD received a 6-year “Clear” Western Association of Schools and Colleges (WASC) term. This is the highest term granted by WASC. In the accreditation determination letter, WASC noted, “Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school.” “Please accept our congratulations on the quality of instruction being offered in your school.”

The University of California (UC) has approved a very comprehensive list of courses for CSSD.

The National Collegiate Athletic Association (NCAA) has approved a very comprehensive list of courses for CSSD.

CSSD was given the CALPADS Data Management Recognition Award in 2013-2014 for quality of data management.

In June 2014, CSSD’s Technology Plan was approved by the California Department of Education.

In Spring 2015, CSSD’s Work Experience program was approved by the California Department of Education.

CSSD’s Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors.

CSSD has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2014 CSSD was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools.

CSSD’s greatest achievements are those of its students. As detailed in the sections below, CSSD has shown increases in pupil academic achievement through the most recent API calculation and a variety of “alternative measures.”
CSSD Academic Achievement Data

API Results

CSSD’s API saw tremendous growth the last three years a measure was issued. CSSD’s 2013 Growth API was a 665. Its schoolwide growth increased by 38 points from 2011-2012 to 2012-2013. Additionally, CSSD has successfully increased its API Growth for several of its significant subgroups:

- CSSD’s 2013 Growth API for the Black or African American student group was 639, an increase of 30 points from 2012.
- CSSD’s 2013 Growth API for the Hispanic student group was 654, an increase of 24 points from 2012.
- CSSD’s 2013 Growth API for its White student group was 701, an increase of 5 points from 2012.
- CSSD’s 2013 Growth API for its Socioeconomically Disadvantaged student group was 649, an increase of 16 points from 2012.
- CSSD’s 2013 Growth API for its English Learner student group was 633, an increase of 29 points from 2012.
- CSSD’s 2013 Growth API for its Students with Disabilities student group was 564, an increase of 41 points from 2012.
NWEA Results

![NWEA MAP Intake Survey Results](image)

*Figure 2. NWEA MAP Intake Summary Results - Average Grade Levels Behind When Starting CSSD*

In addition to required state assessments, CSSD utilizes the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) as an internal tool to assess student's grade level growth in Reading and Math. When students first enroll at CSSD, they take the MAP Intake Survey. Over the last four years, students entering CSSD on average were 2 grade levels behind in Reading and 3 grade levels behind in Math.

![CSSD NWEA MAP Growth Results](image)

*Figure 3. CSSD NWEA MAP Growth Results - Percent of Students Meeting Growth Targets*

Each year CSSD administers the MAP Pre- and Post- Assessments in the Fall and Spring to measure students’ growth throughout the academic year. Despite the grade level deficiencies of incoming students in Reading and Math, CSSD continues to see increasing gains in the percentage of students...
meeting their growth targets from Fall to Spring over the last four years. These growth targets guide remediation efforts for the students in reaching their age and grade appropriate academic levels.

Completers

![CSSD High School Completer Summary](image)

**Figure 4. CSSD High School Completer Summary**

Many students come to CSSD one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past five years, CSSD has graduated over 3000 students.
## Dropout Rate

### Dropout Rate 2010-2011 through 2014-2015

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*Figure 5. Grade 9-12 Dropout Rates 2010-2011 through 2014-2015*

As depicted in Figure 2, many students enter CSSD two grade levels behind in Reading and three grade levels behind in Math. In addition, on average 70% of CSSD students are 16 years or older. Many incoming students are also credit deficient. On average, 65% of students are entering CSSD one or more semesters behind in credits.

CSSD’s overall schoolwide dropout rate has trended downwards over the past four years. The most recent schoolwide dropout rate compares favorably to the San Diego County dropout rate and the state dropout rate, which is significant considering the population we serve. CSSD’s dropout rates for significant ethnic groups have also trended downwards over the past four years.
CAHSEE Results

CAHSEE English Language Arts and Mathematics results and comparisons are given below for the last 5 years and are segmented by significant student populations. As stated above in Figure 2, students are entering CSSD on average two grade levels behind in Reading and three grade levels behind in Mathematics. On average, CSSD students are enrolled 14 months – therefore, a 10th grader who is testing one year, may not have been enrolled at CSSD the previous year. Given these unique circumstances, CSSD’s CAHSEE ELA and Math passing rates may fluctuate from year to year, both overall and in significant student subgroup populations. However, CSSD’s capacity to support these challenged demographics with such a high pass rate demonstrates the strength of our program.

![CSSD 10th Grade CAHSEE ELA Results 2010-2011 through 2014-2015](image)

*Figure 6. CSSD 10th Grade CAHSEE Results English Language Arts*

![CSSD 10th Grade CAHSEE Math Results 2010-2011 through 2014-2015](image)

*Figure 7. CSSD 10th Grade CAHSEE Results Mathematics*
CAASPP Baseline Results

CSSD has implemented several instructional strategies to help its students achieve the California Common Core State Standards in English Language Arts and Literacy and Mathematics. CSSD students participated in the 2014-2015 and 2015-2016 California Assessment of Student Performance and Progress (CAASPP). Due to CSSD’s open enrollment throughout the year, some students enrolled just prior to the CAASPP administration window.

Utilizing the 2014-2015 and 2015-2016 CAASPP baseline results, CSSD has created instructional strategies and curriculum supports for the 2015-2016 school year in order for students to demonstrate college and career readiness.

![Figure 8. CAASPP ELA/Literacy Baseline Results Percent of Students Who Met or Exceeded the Standard (Overall and By Grade Level)](image)

![Figure 9. CAASPP Mathematics Baseline Results Percent of Students Who Met or Exceeded the Standard (Overall and By Grade Level)](image)
Suspension and Expulsion Rates

As an independent study school, CSSD provides an alternative educational setting for students who are not successful in a traditional environment. CSSD’s educational setting allows students to focus on academics and deters students from distractions that may occur in a larger environment. Over the last four years, CSSD had zero to low suspensions and zero expulsions.

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<td><strong>Suspension Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSSD</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Expulsion Rate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSSD</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

*Figure 10. CSSD Suspension and Expulsion Rates 2011-2012 through 2014-2015*
LCAP Parent Survey Results

Part of CSSD’s Local Control Accountability Plan (LCAP) is to survey its parents to ensure that the school is meeting parents needs and requirements. Over the last four years, parents have been overwhelmingly satisfied with the services that CSSD provides.

**Figure 11. Parent LCAP Survey: Do You Feel Your Child Is Safe?**

Over the last four years, over 98% of parents feel that their child is safe at CSSD.

**Figure 12. Parent LCAP Survey: Rate Your Child's Credentialed Teacher’s Availability to Discuss Academic Progress.**

Over 98% of parents feel that their child’s teacher at CSSD is regularly or always available to discuss their child’s academic progress.
Over the last four years, 98% of parents feel that their child’s teacher at CSSD meets their student’s academic needs.

Over the last four years, on average, 92% of parents have rated CSSD’s instructional materials as good to excellent.
Figure 15. Parent LCAP Survey: Do You Feel that Your Child's Teacher Has High Expectations for Him/Her?

Over 97% of parents feel that their child’s teacher at CSSD has high expectations for their student.

Figure 16. Parent LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last four years, on average 95% of parents are satisfied or extremely satisfied with their overall experience at CSSD.
Figure 17. Parent LCAP Survey: I Would Recommend My Child's School to Other Parents.

Over the last four years, on average 98% of parents would recommend CSSD to other parents.
LCAP Student Survey Results

Part of CSSD’s Local Control Accountability Plan (LCAP) is to survey its students to ensure that the school is meeting their needs and requirements. Over the last four years, students have been overwhelmingly satisfied with the services that CSSD provides.

Figure 18. Student LCAP Survey: Do You Feel That You Are Safe When You Are in the Resource Center?

Over the last four years, over 97% of students feel safe in their CSSD Resource Center.

Figure 19. Student LCAP Survey: Rate Your Teacher’s Availability to Discuss Your Academic Progress.
Over the last four years, 97% of students feel that their teacher is always or regularly available to discuss their progress.

Figure 20. Student LCAP Survey: Does Your Teacher Meet Your Academic Needs?

Over the last four years, 98% of students feel that their teacher meets their academic needs.

Figure 21. Student LCAP Survey: Please Rate the Curriculum and Instructional Materials.

On average 96% of students rated CSSD’s instructional materials as good to excellent.
Figure 22. Student LCAP Survey: I Feel That my Teacher Has High Expectations For Me.

On average, 95% of students feel that their teacher has high expectations for them.

Figure 23. Student LCAP Survey: Rate Your Overall Satisfaction on Your Experience.

Over the last four years, on average 90% of students are satisfied or extremely satisfied with their overall experience at CSSD.
Over the last four years, on average 97% of students would recommend CSSD to other students.
Confidence Survey Results

Many students enrolling at CSSD not only lack the academic skills to be successful in a traditional setting, but they also lack academic confidence. New students at CSSD take a Confidence Survey when they first enroll at CSSD to gauge their confidence levels in regards to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically able to do well in school. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD.

![Graph showing Confidence Survey results](image)

**Figure 25. Confidence Survey: Before/After I Attended CSSD, I Was Confident That I Had the Ability to Learn and Succeed in My School.**

![Graph showing Confidence Survey results](image)

**Figure 26. Confidence Survey: Before/After I Attended CSSD, I Was Confident That I Had the Skills to Learn and Succeed in My School.**
Figure 27. Confidence Survey: Before/After I Attended CSSD, I Was Interested and Enjoyed Learning at School.

Figure 28. Confidence Survey: Before/After I Attended CSSD, I Had Support From My Teacher to Learn and Succeed in My School Work.
Figure 29. Confidence Survey: Before/After I Attended CSSD, I Was Confident that My Current Learning Performance Would Improve My Future.

Figure 30. Confidence Survey: Before/After I Attended CSSD, I Was Comfortable at and Enjoyed Coming to School.
Figure 31. Confidence Survey: Before/After I Attended CSSD, My Education Was a High Priority.
Element A: Educational Program

**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).

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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed 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. **MISSION and VISION, and PROGRAM OBJECTIVES**

**Mission Statement**

GSS will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

**Vision Statement**

The educational community known as GSS is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

GSS is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

GSS is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the community-at-large.

**Strategic Objectives**

To respond to its stakeholders’ requirements and to ensure the organization’s long-term sustainability, GSS will:
• provide a personalized and rigorous academic experience for its students.
• hire, develop and maintain a highly qualified faculty and staff.
• provide a supportive and safe environment.
• be a role model for reform.

Program Objectives

GSS will achieve these program objectives:

A. Improve student learning
B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
C. Encourage the use of different and innovative teaching methods
D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at GSS
E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
F. Hold GSS accountable for meeting measurable student outcomes and provide GSS with a method to employ a performance-based accountability system instead of a rule-based system
G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

2. OVERVIEW OF EDUCATION PROGRAM

The primary purpose of GSS’s instructional design centers on the need to motivate and inspire students who are academically at-risk. GSS’s efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, GSS will be challenged by environmental expectations that are generally applied to comprehensive school sites. GSS holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The GSS leadership shall continue to communicate this important commitment.

As explained in the Introduction section, CSSD’s education program was originally developed in collaboration with the San Diego Unified School District, where CSSD provides an educational
option for the District. CSSD acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the California Charter Schools Act. Through this new charter petition, GSS expects to serve students in a similar way with the Grossmont Union High School District.

GSS shall provide an instructional program for students in grades 7-12 through an individualized, independent study instructional model. GSS shall be open to all students and enroll students throughout the year.

Students will study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals will review student reading, writing, math skills, and school records. Each student will receive a personal education plan that can include one-on-one tutoring, tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

GSS will issue its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Audeo Charter School Board of Directors will be responsible for monitoring and approving both the course of study and graduation requirements. GSS will seek accreditation from the Western Association of Schools and Colleges, as well as University of California a-g course approval.

### 3. EDUCATIONAL VISION

GSS’s vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

GSS’s philosophy:
- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff complement.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Forge partnerships with parents and community organizations.

To achieve GSS’s overarching objectives, it will:
- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.
Students at GSS will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. GSS will promote curiosity, integrity, social responsibility and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. GSS will incorporate these maxims into its daily operations. In short, GSS will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

GSS will be committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum will be designed to foster career and college readiness skill development and citizenship in a global society.

A summary of GSS’s curriculum is provided below. See Appendix A for the sample scope and sequence of select grade levels.

GSS’s curriculum departments will be led by highly qualified (HQ) teachers and guided and directed by the Curriculum and Professional Development Coordinator. GSS will use state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks will be specifically selected utilizing criteria developed from stakeholder input. Teachers will use a variety of research-based instructional practices to teach diverse student populations, including technology based learning. Many of GSS’s students will take online courses and engage in blended (independent study/online) learning opportunities. GSS’s instructional staff will be iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers will not only have the skills to effectively facilitate online courses, but will also have a solid understanding of how to enhance learning opportunities for all students.

GSS students will demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the GSS educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

**Read and Write**

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words.
• Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

• Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.

• Select, organize, and relate ideas, and develop them in coherent paragraphs.

• Make critical judgments about written work including separating fact from opinion.

**Compute**

• Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.

• Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.

• Use ratios, proportions, percent, powers and roots.

• Understand spatial relationships and geometric concepts.

• Apply probability and statistics.

• Formulate and solve problems.

**Speak, Question, and Listen**

• Engage critically and constructively in the oral exchange of ideas.

• Understand spoken instructions and give clear spoken instructions to others.

• Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

**Problem-Solve**

• Recognize and apply inductive and deductive reasoning to real-world situations.

• Recognize fallacies, and examine arguments from various points of view.

• Formulate and test predictions based on relevant data.

• Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.
Work Independently and in Teams

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.

- Perform tasks which require independent initiative and measurement.

Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).

- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.

- Follow a schedule that accounts for both long and short-term project accomplishment.

Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces which are within their control and those which are not; understand the varying degrees between the two.

- Enumerate several alternative paths to achieve the same desired result.

- Describe with accuracy their individual participation in a group event or assignment.

- Engage in meaningful service to their community.

Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.

- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
• Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

4. TARGET STUDENT POPULATION

GSS welcomes all students who wish to attend the School. GSS shall serve grades 7–12 as depicted in the table below.

<table>
<thead>
<tr>
<th>Description</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Projected Total Enrollment</td>
<td>360</td>
<td>410</td>
<td>470</td>
<td>520</td>
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<tr>
<td>Grade 7-8</td>
<td>25</td>
<td>29</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Grade 9-12</td>
<td>335</td>
<td>381</td>
<td>437</td>
<td>484</td>
</tr>
</tbody>
</table>

GSS is seeking to provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. GSS seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of GSS offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from GSS.

We expect that many students coming to GSS will be initially identified from referrals by the District’s middle and high school counselors. GSS is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative testing data (CAASPP, CELDT, PSAT, SAT, ACT, CAPA, CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios and exhibitions). This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

The District has a broad and diverse student population. Significant outreach efforts will be made to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the District, as demonstrated in the following table. GSS’s outreach efforts are further described in Element G of this charter petition.

Table 1.1: Grossmont Union High School District Demographics 2015-2016*

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
<td>7.2%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.6%</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>37%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.5%</td>
</tr>
<tr>
<td>White</td>
<td>43%</td>
</tr>
</tbody>
</table>
5. **HOW LEARNING BEST OCCURS**

GSS believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.

- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.

- Parents are taught how to help children with their schoolwork and participate in their student’s education.

- Teachers are highly motivated and committed and love their work.

- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual tutoring sessions.

- Lessons are designed to appeal to all learning styles.

- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.

- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.

- Assessment of what a student knows and is able to do is measured by a variety of methods, especially performance assessment and self-assessment.

6. **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY**

GSS will help students acquire the skills to survive and prosper in the 21st century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. GSS will promote curiosity, integrity, social responsibility and self-esteem.
7. DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of GSS that every child is a born achiever. It is the challenge of GSS to help each child realize his or her talents.

The premise relating to the uniqueness of GSS’s education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.

2. The collaboration of teachers and parents in their students’ academic goals is critical to a successful transformation of students’ academic careers.

The GSS educational program will be based on the following elements of success:

- A vision, mission and operational business plan that focuses on student learning.
- Academically rigorous, well-focused, basic core subject curricula.
- Creation of a personalized education plan based on the student’s academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall GSS mission.
- Autonomy that allows GSS to develop and implement a process of change tied to high standards as described in the National Educational Technology Standards (NETS) and is responsive to technological innovations.
- Parent and community involvement in, and support for, GSS programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and GSS performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

GSS shall provide an education that allows each student, grades 7-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. GSS shall offer a menu of learning opportunities for students that includes independent study, home
study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

A critical mass of students entering GSS will generally be expected to be achieving below expected grade and/or course content levels. These students, who are deemed “high risk”, and many with special needs will benefit from a personalized educational program that provides strong tutorial support.

Upon enrollment, students will be assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades 7-12 will take one to two courses at a time, allowing them to focus on mastering the standards of one course before moving on to the next. Teachers will utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, home school, and blended learning options will provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan will be enhanced with one-on-one tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher will have one Resource Center Associate who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data will be integrated into the personalized education plan. Teachers will use instructional software tools such as Naviance, CSSD’s college and career software. Teachers will also utilize NWEA MAP assessment software and School Pathways Student Information System (SIS) to view real time student achievement data. Naviance, MAP and SIS data will be integrated into the school’s instructional data monitoring system. The data will be reviewed and analyzed by teachers and school leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student’s instruction, methods of delivery and resources. Because GSS has purposely designed its program so that teachers work with only a few students a time, teachers will be able to communicate frequently with the family and get to know each student’s academic strengths and social needs. The largest differentiator for GSS’s program will be the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff will conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships as necessary.

Aligned to the California Department of Education (CDE)’s definition, GSS shall implement a Multi-tiered System of Support (MTSS) that is a comprehensive framework that integrates California Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These will include the personalized education planning process, interventions for at-risk students, supports for Special Education, services for English Learners, and programs for Gifted and Talented Education (GATE). GSS will have a systematic and integrated process for instructional support and interventions.

The teachers at GSS shall engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional
Meetings will cater to the best practices offered by the Instructional, Curriculum and Assessment Teams. Additionally, teachers will attend trainings where guest speakers from law enforcement agencies, community based organizations, Child Protective Services, and other supportive agencies attend and assist the teachers in servicing the students’ needs. The School Coordinator will meet weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team will utilize the personalized education planning process to monitor student progress and identify services to support student achievement.

**Independent Study Assurances**

GSS shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that GSS shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and GSS must file for a funding determination as a condition of funding. GSS 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.

**Parent/Teacher/Student Master Agreement**

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of GSS students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of GSS, GSS’s operation, and the roles, rights, and responsibilities of parents and their children.

- Attend a mandatory orientation meeting to learn about charter schools, GSS’s educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and GSS.

- Complete and return all forms, questionnaires, and other requests for information that may be required by GSS as approved by the Board of Directors.

- Ensure the completion of homework and class projects.

- Reinforce the importance of education on a daily basis and discuss with each student what was learned at school.
• Assure that each student arrives at school on time, dressed appropriately, and ready to learn.

• Understand and reinforce the Student Conduct Code.

• Attend Back-to-School Night and/or Open House each year.

• Keep informed about GSS through communication with the resource center staff and by materials regularly distributed to students and/or their families.

**School Calendar**

GSS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, GSS for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 4 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

GSS’s 2017-2018 school calendar is attached as **Appendix B**.

**8. CURRICULUM**

A summary of GSS’s curriculum is provided below. See **Appendix A** for GSS’s sample scope and sequence for grades 8 and 10 and **Appendix C** for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

GSS’s academic program will focus on academic improvement and high caliber teaching in safe and supportive learning environments. GSS’s curriculum will be rigorous, relevant, student and teacher driven. The learning opportunities offered at GSS will prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. GSS will be committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

GSS’s curriculum departments, led by highly qualified teachers and under the guidance of the Curriculum and Professional Development Coordinator, will design and create the subject matter curriculum using the CCSS and the NGSS as their guides. The teachers will use a wide variety of teaching techniques to engage all learning modalities, including technology based learning. Because many of GSS’s students will have the option to take online and blended (independent study/online) learning courses, GSS teachers will be trained to become iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.
ENGLISH/LANGUAGE ARTS

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students will be engaged in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students’ content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students will participate in various text types that explore text to text, text to self and text to world items. They will conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or rigorous academic challenge will have the ability to take Advanced Placement courses. The Advanced Placement exams will be offered and administered in the spring semester for students that have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners. GSS will seek UC a-g approval for all core high school English/Language Arts courses.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Course Titles/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade</td>
<td>English 7-1, 7-2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>English 8-1, 8-2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>English 1, 2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>English 3, 4 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>American Literature 1, 2 (online/blended (independent study/online) options) or Honors American Literature 1, 2 or AP English Language &amp; Composition 1, 2 (online option) or AP English Literature &amp; Composition 1, 2 (online option)</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>World Literature 1, 2 or English (British) Literature 1, 2 (online/blended (independent study/online) options) or AP English Language &amp; Composition 1, 2 (online option) or AP English Literature &amp; Composition 1, 2 (online option)</td>
</tr>
</tbody>
</table>

MATHEMATICS

Students will use a focused and coherent curriculum that is aligned to the Common Core State Standards (CCSS) and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students will develop deep conceptual understandings and will be well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students will be provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the Common Core of greater focus on the depth of a topic, coherence among topics and grade levels and the rigorous authentic command of the mathematical concepts. GSS will seek UC a-g approval for all core high school math courses. GSS will offer a blended (independent study/online) and online learning option for the college preparatory math courses listed below where applicable. All of
the math courses will allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from GSS as college and career ready citizens.

### MATHEMATICS MATRIX

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Course Titles/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade</td>
<td>Math 7-1, 7-2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Math 8-1, 8-2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IA, IB (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>Geometry 1, 2 (online/blended (independent study/online) options) or Integrated Math IIA, IIB (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>Intermediate Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IIIA, IIIB (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>Statistics 1, 2 or Pre-Calculus 1, 2 (online/blended (independent study/online) options) or Honors Pre-Calculus 1, 2</td>
</tr>
</tbody>
</table>

### SCIENCE

All science courses will be aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses will have wet labs embedded throughout the course. The science curriculum will encourage scientific inquiry, group activities and real-world applications. Additionally, students will be provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students will be introduced to Life Science, Physical Science and Earth Science. They will be engaged in hands-on experiences, virtual and wet labs throughout their courses. The 9th-12th grade students will be required to take Physics or Chemistry and Biology. GSS will seek UC a-g approval for all high school core science courses. Additionally, GSS will seek UC a-g approval for its high school Earth Science elective. As is the case with all of the other disciplines, the students that desire to have a blended (independent study/online) or online education may enroll in a UC a-g science course.

### SCIENCE MATRIX

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Course Titles/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade</td>
<td>Middle School Life Science (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Middle School Physical Science (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>Earth Science 1, 2 or Physics 1, 2</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>Biology 1, 2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>Chemistry 1, 2 (online/blended (independent study/online) options) or Honors Chemistry 1, 2</td>
</tr>
</tbody>
</table>
SOCIAL SCIENCES

All social science courses will align to the CCSS while incorporating current real-world issues, i.e., Middle East conflicts, immigration and politics as they are relevant to GSS’s student population. The middle school students will participate in courses about ancient civilizations, medieval & modern times and the history of the United States. They may also take an elective course in geography. GSS will seek UC a-g approval for all core high school Social Studies courses, including, but not limited to, World History, Geography & Economics, United States History, Government, and Economics. GSS will offer Honors United States History and an online Advanced Placement course in Human Geography. The teachers will incorporate current events into the curriculum at all grade levels through field trips, guest speakers and virtual e-tours.

<table>
<thead>
<tr>
<th>SOCIAL STUDIES MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels</td>
</tr>
<tr>
<td>Seventh Grade</td>
</tr>
<tr>
<td>Eighth Grade</td>
</tr>
<tr>
<td>Ninth Grade</td>
</tr>
<tr>
<td>Tenth Grade</td>
</tr>
<tr>
<td>Eleventh Grade</td>
</tr>
<tr>
<td>Twelfth Grade</td>
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</tbody>
</table>

FOREIGN LANGUAGES (Languages Other Than English)

GSS shall offer a full three years of Spanish (1-6); UC required/recommended and two full years of German (1-4); UC required. Upon UC a-g approval, the foreign language curriculum will satisfy the UC requirement for admission. The students may take a foreign language as early as the 7th grade. GSS will seek UC a-g approval for the high school blended (independent study/online)/online courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning. The foreign language department will develop a third year of German, which will include field trips and guest speaker opportunities.

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE COURSES MATRIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels</td>
</tr>
<tr>
<td>Seventh Grade</td>
</tr>
<tr>
<td>Eighth Grade</td>
</tr>
<tr>
<td>Ninth Grade</td>
</tr>
<tr>
<td>Tenth Grade</td>
</tr>
</tbody>
</table>
**VISUAL ARTS**

GSS will offer several visual arts courses (V&PA). The students may take General Art, Commercial Art, or Photography to satisfy the UC a-g V&PA requirement, upon UC a-g approval. GSS also will offer Drawing and Music Appreciation courses for those students that are interested in a different approach in the arts. The students may also engage in an online Digital Arts course as well, which will be offered in the Career Technical Education course list.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Course Titles/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh Grade</td>
<td>Art 7-1, 7-2</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Art 8-1, 8-2</td>
</tr>
<tr>
<td>Ninth Grade</td>
<td>Art 1, 2  &lt;br&gt; Commercial Art 1, 2  &lt;br&gt; Photography 1, 2  &lt;br&gt; Art History 1  &lt;br&gt; Drawing 1  &lt;br&gt; Music Appreciation 1, 2</td>
</tr>
<tr>
<td>Tenth Grade</td>
<td>Art 1, 2  &lt;br&gt; Commercial Art 1, 2  &lt;br&gt; Photography 1, 2  &lt;br&gt; Art History 1  &lt;br&gt; Drawing 1  &lt;br&gt; Music Appreciation 1, 2</td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>Art 1, 2 &lt;br&gt; Commercial Art 1, 2 &lt;br&gt; Photography 1, 2 &lt;br&gt; Art History 1 &lt;br&gt; Drawing 1 &lt;br&gt; Music Appreciation 1, 2</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>Art 1, 2 &lt;br&gt; Commercial Art 1, 2 &lt;br&gt; Photography 1, 2 &lt;br&gt; Art History 1 &lt;br&gt; Drawing 1 &lt;br&gt; Music Appreciation 1, 2</td>
</tr>
</tbody>
</table>

**GENERAL ELECTIVES**

GSS will offer many semester length and year-long additional electives courses for the high school students that will attribute to their becoming a more well-rounded, college and career, 21st Century citizen.
**GENERAL ELECTIVE COURSES**  
**Grades 9-12**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID Sr. High</td>
</tr>
<tr>
<td>Career and Life Management 1, 2</td>
</tr>
<tr>
<td>Career Explorations 1, 2</td>
</tr>
<tr>
<td>Consumer Math</td>
</tr>
<tr>
<td>Driver's Education</td>
</tr>
<tr>
<td>General Work Experience Education 1, 2</td>
</tr>
<tr>
<td>General Work Experience Education 3, 4</td>
</tr>
<tr>
<td>Geography 1</td>
</tr>
<tr>
<td>AP Human Geography 1, 2 (online)</td>
</tr>
<tr>
<td>Health and Driver's Education</td>
</tr>
<tr>
<td>Independent Study PE</td>
</tr>
<tr>
<td>Keyboarding &amp; Computer Lit.</td>
</tr>
<tr>
<td>Keyboarding 1, 2</td>
</tr>
<tr>
<td>Literacy 1, 2, 3, 4</td>
</tr>
<tr>
<td>Philosophy 1</td>
</tr>
<tr>
<td>Psychology 1, 2 (online/blended (independent study/online) options)</td>
</tr>
<tr>
<td>AP Psychology 1, 2 (online)</td>
</tr>
<tr>
<td>Pathways Exhibition - ePortfolio</td>
</tr>
<tr>
<td>Service Learning 1, 2</td>
</tr>
<tr>
<td>Sociology 1 (semester only)</td>
</tr>
<tr>
<td>Sociology 1, 2 (online)</td>
</tr>
<tr>
<td>Study Skills</td>
</tr>
</tbody>
</table>

**POST HIGH SCHOOL PATHWAYS**

Once a student has been enrolled in a Resource Center at GSS, the student shall complete a personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes. The parent/guardian, student and teacher will meet to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interest, the teacher will assist the student with creating a post high school plan. GSS's students will then be placed in one of four post high school pathways: four-year college/university, two year college, vocational/Career Technical Education, and the military. The previous courses will satisfy the post high school pathways for college bound students. In addition to the college preparatory coursework, GSS shall offer courses that are specifically designed for students in grades 9-12 that have expressed an interest in the vocational/career technical educational or military pathways.

**CAREER TECHNICAL EDUCATION**

GSS shall offer 27 Career Technical Education (CTE) courses for students that have expressed an interest in entering the world of work post high school. Courses such as The Introduction to Health...
Sciences can lead to the students receiving certification in becoming a nursing assistant or pharmacy technician.

<table>
<thead>
<tr>
<th>CAREER TECHNICAL EDUCATION COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Business Careers 1,2</td>
</tr>
<tr>
<td>Business Law 1, 2</td>
</tr>
<tr>
<td>Child Development/Parenthood Education 1, 2</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Journalism 1, 2</td>
</tr>
<tr>
<td>Nutrition 1, 2</td>
</tr>
<tr>
<td>Parenting and Infant Development 1, 2</td>
</tr>
<tr>
<td>Career Planning &amp; Development 1</td>
</tr>
<tr>
<td>Computer Applications: Office® 2010*</td>
</tr>
<tr>
<td>Computer Science 1, 2</td>
</tr>
<tr>
<td>Digital Arts 1, 2</td>
</tr>
<tr>
<td>Introduction to Business 1, 2</td>
</tr>
<tr>
<td>Introduction to Entrepreneurship 1, 2</td>
</tr>
<tr>
<td>Personal Finance 1</td>
</tr>
<tr>
<td>Introduction to Health Sciences 1, 2</td>
</tr>
<tr>
<td>Strategies for Academic Success</td>
</tr>
</tbody>
</table>

MILITARY SCIENCES & CALIFORNIA CADET CORPS

GSS shall offer several military science courses to its students. These courses will be submitted to the University of California for their approval following the District’s approval of this charter. The students that are enrolled in the California Cadet Corps program will also have the option of taking Cadet Corp coursework as electives if they have expressed an interest in joining the military upon graduation. The students will participate in weekly military style drills, inspections and camps as a part of their Cadet Corps experience.

<table>
<thead>
<tr>
<th>MILITARY SCIENCE &amp; CADET CORPS COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Ninth Grade</td>
</tr>
<tr>
<td>- Military Science 1, 2</td>
</tr>
<tr>
<td>- CA Cadet Corp 1, 2</td>
</tr>
<tr>
<td>Tenth Grade</td>
</tr>
<tr>
<td>- Military Science 1, 2</td>
</tr>
<tr>
<td>- CA Cadet Corp 1, 2</td>
</tr>
<tr>
<td>Eleventh Grade</td>
</tr>
<tr>
<td>- Military Science 1, 2</td>
</tr>
<tr>
<td>- CA Cadet Corp 1, 2</td>
</tr>
<tr>
<td>Twelfth Grade</td>
</tr>
<tr>
<td>- Military Science 1, 2</td>
</tr>
<tr>
<td>- CA Cadet Corp 1, 2</td>
</tr>
</tbody>
</table>
9. **Graduation Requirements**

Students graduating with a High School Diploma from GSS must complete 42 semester credits in grades 9-12. GSS Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

<table>
<thead>
<tr>
<th>GRADUATION COURSE REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English - 8 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td>(4 years required)</td>
<td></td>
</tr>
<tr>
<td>4 credits - English 1-4</td>
<td></td>
</tr>
<tr>
<td>2 credits - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition</td>
<td></td>
</tr>
<tr>
<td>2 credits - World Literature or Contemporary Voices in Literature or English Literature or AP English Language and Composition or AP English Literature and Composition</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics - 6 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td>(3 years required, 4 years recommended)</td>
<td></td>
</tr>
<tr>
<td>2 credits – Integrated Math 1 or Algebra</td>
<td></td>
</tr>
<tr>
<td>2 credits – Integrated Math 2 or Geometry</td>
<td></td>
</tr>
<tr>
<td>2 credits – Integrated Math 3 or Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td><strong>Optional 4th Year Credits</strong> – Statistics or Pre-Calculus or Honors Pre-Calculus</td>
<td></td>
</tr>
<tr>
<td><strong>Science - 4 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td>(2 years required, 3 years recommended)</td>
<td></td>
</tr>
<tr>
<td>2 credits - Physical Science (Earth Science or Physics or Chemistry)</td>
<td></td>
</tr>
<tr>
<td>2 credits - Life Science (Biology)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies - 6 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td>(3 years required)</td>
<td></td>
</tr>
<tr>
<td>2 credits – World History, Geography &amp; Economics</td>
<td></td>
</tr>
<tr>
<td>2 credits – US History or Honors US History</td>
<td></td>
</tr>
<tr>
<td><strong>Optional 3rd Year Credits</strong> – Honors Chemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Electives - 13 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pathways Portfolio - 1 semester credit</strong></td>
<td></td>
</tr>
<tr>
<td>PE credits earned prior will be counted as elective credits</td>
<td></td>
</tr>
<tr>
<td>UC/CSU: 2 credits – Approved electives in same area</td>
<td></td>
</tr>
<tr>
<td>All students must complete and present a Pathways Portfolio</td>
<td></td>
</tr>
<tr>
<td><strong>World Languages and Visual and Performing Arts (V&amp;PA) – 2 semester credits</strong></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td>2 credits - World Language (both semesters must be the same language)</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>2 credits - V&amp;PA</td>
<td></td>
</tr>
</tbody>
</table>
UC/CSU Option:

4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended)

2 credits – Visual and Performing Arts (both semesters need to be the same course)

Career & Technical Education (CTE)/Service Learning/Work Experience Education (WEE)

2 semester credits

Option 1:
2 credits - CTE (Career and Technical Education).

Option 2:
2 credits - Service Learning (120 hours total of community service).
Recommended for UC & CSU students.

Option 3:
2 credits - Work Experience (240 hours of paid employment approved by a school counselor).

Grade Point Average (GPA)

All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.

10. PROFESSIONAL DEVELOPMENT

GSS shall be dedicated to the professional growth of all of its employees, and will provide a comprehensive professional development program for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As GSS will be focused on improving the quality of life for students, their families, our employees, and the community at large, the professional development program will be designed to assist staff in fulfilling this mission, and will provide a rigorous academic experience for our teachers, office staff, and other stakeholders. On a holistic level, the professional development program will provide support for GSS’s employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. In short, the program will be a ‘school within a school’ for the purposes of teaching and learning, and will increase student achievement results, faculty and staff retention, the well-being of GSS’s employees, and our students.

GSS shall offer professional learning opportunities Tuesday-Thursday throughout the school year from July-May. The professional development plan will include:

1. Ethical Responsibilities and Strategic Planning
   a. Quarterly Faculty Meetings
   b. Quarterly Office Meetings
   c. Monthly Instructional Meetings
d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen Trainings

e. Executive Studies on Educational Leadership

f. Leadership Meetings

g. Youth Mental Health First Aid Responder Training

2. Curriculum Content Training

a. Core content: Math, English Language Arts, English Learners, Science, Social Studies

b. Foreign Language: Spanish and German

c. Visual & Performing Arts-Drawing, Photography, and Music Appreciation

d. Gifted and Talented Education (GATE)- GSS will offer cohort trainings to the teachers to meet the academic needs of this group of learners

e. The Verification Process for Special Settings (VPSS) offered at GSS will combine subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and Commission on Teacher Credentialing (CTC) subject matter assessments. The specifications for the professional development component will cover content aligned to the CTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, and the CSTs. The professional development will incorporate theory and practice, will be organized in two levels, and will meet the NCLB criteria for high quality professional development. The duration of the modules will be designed to meet the need for sufficient intensity of the training.

f. Leading Edge Certification- GSS shall offer this national online teacher certification that guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

a. Post High School Pathways Training will consist of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.

b. Special Instructional Services will offer special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQ community.

c. Partnerships will include visiting guest speakers and various educational, medical and industry entities.
d. Pregnant & Parenting Students will be provided information on pre- and post-medical care and resources.

e. Parent Trainings that are geared toward understanding the Common Core, the new assessments, English Language Advisory Committee and school access issues will be offered.

4. **Workforce Efficiency and Effectiveness**

   a. Edgenuity Training- online curriculum content provider
   b. Audit and Compliance/ Rigor, Content and Quality
   c. Office 2010 Tools: Excel, PowerPoint, Publisher, Word
   d. Google, Apple for Educators (InTech)
   e. Moodle and Weebly (blended (independent study/online) learning)
   f. New Teacher Training & Resource Center Associate Training

11. **ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS**

At the time that a parent submits an application to enroll his/her student in GSS, the School shall provide written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

GSS will seek initial accreditation from the Western Association of Schools and Colleges (WASC) in the first year of operation.

GSS will seek approval to establish an ‘a-g’ list with the University of California after initial WASC accreditation has been granted.

12. **CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

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

**Local Control and Accountability Plan**

GSS will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. GSS shall submit the LCAP to the District and the San Diego 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 GSS.

13. PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

GSS’s Multi-tiered System of Support (MTSS) will engage at-risk students in participating and excelling in school. GSS shall identify students who are below grade level immediately upon enrollment. At intake, GSS shall administer the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Counselors will review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the Pathways Personalized Education Plan (PPEP) and the initiation of MTSS. GSS’s goals in implementing the tiered system of support will be to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports will be targeted towards high-risk students:

- **Core Instruction**: Research-based instructional strategies will be integrated into all core content curricular areas. Content area teachers will be trained in research-based instructional strategies: Universal Design for Learning (UDL), embedded literacy instruction across curricular area, blended (independent study/online) learning, differentiation, scaffolding, and formative assessments. Courses will be adjusted based on student instructional level, interests, and Pathway. Students will participate in individual tutoring sessions.

- **Professional Learning Communities**: Instructional Leaders will provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

- **Data Collection, Monitoring, and Reporting**: Curriculum, instructional, and professional development decisions will be made based on close analysis of student achievement and engagement data.

- **Parent Trainings**: Research-based parent trainings will be held on topics relevant to current family issues and trends.

- **Intervention**: Intensive intervention process will be designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

- **High School Completion Options**: Multiple paths to successful completion will include preparation for GED or HiSET available to students who enroll significantly behind grade level in skills and high school credits.

- **Student and Family Services and Supports through partnerships**: Established partnerships that are community based and free or reduced cost will be provided to students as part of their personalized intervention plan. The counselors will facilitate appropriate referrals and resources for each student.

Student progress will be monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional...
team, including the parent(s), will determine the supports and services that are most effective with each student and identify any additional curricular and instructional supports necessary to support student achievement.

14. PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the Multi-tiered System of Support (MTSS), GSS will systematically address support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor and student, will collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Following a course of study aligned to GSS’s instructional framework, students will be able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. GSS will provide the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with one of GSS’s college counselors. Additionally, teachers will participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

GSS’s program/service options for student who are identified as GATE will include acceleration and enrichment through Individualized Gate Plans that detail instructional strategies and differentiation of curriculum.

GSS shall provide Gifted and Talented (GATE) Certified Instructional Leaders and teachers at each Resource Center to consult and coordinate implementation of Individualized GATE Plans. Individualized GATE Plans will detail student achievement levels, interests, instructional resources and strategies utilized to engage the learner, curricular extension to enhance the learning experience for the student, and identify formative and summative assessments to evaluate learning. GATE Plans will be reviewed and updated by the Instructional Team, including the student and parent, annually for all identified GATE students. Resource Centers will offer field trips, guest speakers, and tutoring sessions that link curriculum to College and Career Readiness and enhance the learning experience for all students.

15. PLAN FOR ENGLISH LEARNERS

GSS shall meet all applicable legal requirements for English Learners (“EL”) pertaining 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. GSS shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

GSS shall administer the home language survey upon a student’s initial enrollment into the school (on enrollment forms).
CELDT Testing\(^1\)

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment\(^2\) and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

GSS shall notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Results of each student’s assessment will be sent to parents or guardians in their primary language. These results will also be included in the Pathways Personalized Education Plan for instructional planning.

Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil 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 CELDT.
- Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’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 pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

GSS shall implement a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification. Through the personalized education planning process, the instructional team will review assessment results

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\(^1\) All references in the charter to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

\(^2\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
including MAP Reading, MAP Language Usage, CAASPP results, curriculum-embedded assessments, course grades, and work samples. RFEP students will be expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings at each semester. The instructional team, through the personalized education process, will identify students who are not meeting progress towards standards and provide additional, appropriate services and supports to meet student needs. The effectiveness of services and supports shall be evaluated during the next phase of personalized education planning and adjustments will be made to the instructional program as necessary.

Strategies for English Learner Instruction and Intervention

GSS’s goal for English Learner (EL) programs is to support the development of ELs’ fluency in English and proficiency in the core curriculum. Program effectiveness will be monitored using assessment data and programs will be modified as needed based on information from assessments and instructional team input. ELs shall have full access to GSS’s educational program through Integrated English Language Development (ELD). All instructors who teach ELs will use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards. All teachers will be required to hold a Crosscultural Language and Academic Development (CLAD) credential. Teachers will be specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional resources will be selected to support EL student achievement. GSS shall utilize a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary. GSS shall offer EL students blended (independent study/online) learning opportunities. Online courses (Edgenuity) will be made available and may be selected for students based on academic need. These courses offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

ELs who are identified, based on assessments through the personalized education planning process, to require Designated ELD will be enrolled in Literacy courses that are aligned to the CA ELD standards in order to develop critical language ELs need for content learning in English. The Literacy courses will be enhanced with individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The instructional team, including parents, will set proficiency goals for students with measures and benchmarks for achievement.

GSS will monitor EL student development using:

- CELDT scores
- MAP Reading scores
- MAP Language Usage scores
- Common Benchmark Assessments
- Curriculum Embedded Assessments
- CAASPP
- Teacher and parent observation

The instructional team, through the personalized educational planning process, will collaborate to determine the effectiveness of the program for each student. When students have not made
adequate progress, interventions through the MTSS will be applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

16. PLAN FOR STUDENTS WITH DISABILITIES

General Overview

GSS 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 in Education Improvement Act (“IDEIA”).

GSS will be an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). One of the founding partners of the El Dorado County Charter SELPA. Since 2008 CSSD has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEIA, the leadership of CSSD is actively engaged in the SELPA leadership and governance structure. Pursuant of the SELPA local plan, the SELPA prioritizes the admission of new schools operated by a current member of the SELPA. Accordingly, based on the aforementioned good standing, GSS has met the approval criteria for expansion within the El Dorado County Charter SELPA. Upon acceptance by the El Dorado County Charter SELPA, GSS will provide the District evidence of membership. El Dorado County Charter Special Education Local Plan Area intent for acceptance letter is found in Appendix D.

GSS 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.

GSS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by GSS shall be accessible for all students with disabilities.

GSS is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. GSS shall work closely with the El Dorado County SELPA in order to coordinate services locally. GSS representatives will attend El Dorado County SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed special education Education Specialists and Resource Specialists will be hired locally and, as direct GSS employees, provide Specialized Academic Instruction (SAI) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education related services will be contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services will be provided by California Department of Education (CDE) certified Non-public Agency (NPA) and Non-public School providers. Contracts with these providers will assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development
for special educations staff will be conducted in San Diego County. Facilities shall be compliant with IDEIA requirements.

GSS shall exercise the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. GSS will engage the SELPA in the IEP placement of students who are identified as requiring an education placement that GSS is unable to provide.

Section 504 of the Rehabilitation Act

GSS 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 GSS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by GSS.

A 504 team shall be assembled by the School Coordinator 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 shall review the student’s existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, 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 will be 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 will be made by the 504 team in writing and notice will be 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 IDEIA, a referral for assessment under the IDEIA 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 school’s professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, will be provided a copy of the student’s 504 Plan. The School Coordinator will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEIA”

The following description regarding how special education and related services will be provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of GSS and the SELPA. A copy of the MOU will be presented to the District upon execution.

GSS shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

GSS shall provide services for special education students enrolled in GSS. GSS shall 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.

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

GSS shall have the responsibility to identify, refer, and work cooperatively in locating GSS students who have or may have exceptional needs that qualify them to receive special education services. GSS shall 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.

GSS shall 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 IDEIA, as provided in Section 1414, Title 20 of the United States Code. GSS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. GSS shall obtain parent/guardian consent to assess GSS students.

IEP Meetings

GSS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GSS shall be responsible for having the following individuals in attendance at the IEP meetings: the School Coordinator and/or GSS designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education resource center; the student, if appropriate; the student’s parent/guardian; and other GSS representatives who are knowledgeable about the regular education program at GSS and/or about the student. GSS 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development
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 GSS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

**IEP Implementation**

GSS shall be responsible for all school implementation of the IEP. As part of this responsibility, GSS 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 GSS’s non-special education students. GSS shall also provide all home-school coordination and information exchange. GSS shall also be responsible for providing all curriculum, materials, instructional modifications, and assistive technology.

**Interim and Initial Placements of New Charter School Students**

GSS shall comply with Education Code Section 56325 with regard to students transferring into GSS within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in GSS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, GSS 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 GSS 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 GSS from a district operated program under the same special education local plan area of GSS within the same academic year, GSS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and GSS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to GSS with an IEP from outside of California during the same academic year, GSS 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 GSS 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 GSS, and develops a new IEP, if appropriate that is consistent with federal and state law.

**Non-Public Placements/Non-Public Agencies**

GSS 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 GSS and no student shall be denied admission nor counseled out of GSS 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

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

GSS’s designated representative, the Chief Business Officer, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

GSS may initiate a due process hearing or request for mediation with respect to a student enrolled in GSS 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, GSS shall defend the case.

SELPA Representation

GSS shall represent itself at all SELPA meetings.

Funding

GSS will be subject to the allocation plan of the SELPA.
Element B: Measurable Pupil Outcomes

**Governance 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 school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both 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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

As a public charter school, GSS recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. GSS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress ("CAASPP") assessment system) and new school performance measures (e.g., API), GSS will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support this mission.

1. **STUDENT OUTCOMES**

GSS, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of GSS for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

**English/Language Arts.** Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Mathematics.** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

**Science.** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

**History and Social Studies.** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

**World Language.** Students will be given the opportunity to gain proficiency in speaking, reading,
writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

**Visual and Performing Arts.** Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

**Physical Education.** Students will be offered courses that are consistent with the expectations established under charter law and each student’s personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the National Educational Technology Standards.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at GSS.

## 2. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), GSS has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who will attend GSS, including low income students, English Learners, and foster youth. The metrics associated with these goals will help GSS to 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. Each of GSS’s goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.
Goal 1 aligns with the following state priorities: student achievement (#4), pupil engagement (#5), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Data and Measures of Student Achievement

   Applicable Student Groups: All

   a. Develop processes that incorporate segmentation of sub-groups for Participation, Credits, Dropout, CAASPP, Graduation Rates, NWEA MAP Growth Targets and Pathways
   b. Develop sub-group data in the Master Data Spreadsheet for Monthly and Annual reporting
   c. Provide analysis and summary for sub-group data in Monthly and Annual reporting
   d. Facilitate training for teachers and instructional staff on the web-based NWEA MAP system
   e. Analyze sub-group data for students taking NWEA MAP Pre- and Post-Assessments
   f. Provide Professional Development for teachers in analyzing sub-group data reports

1.2 Intervention and Student Support

   Applicable Student Groups: All

   a. Develop a Multi-track calendar – to support participation and graduation with opportunities for support and acceleration for all students
   b. Designate Grad Coaches to support graduating seniors
   c. Provide multiple pathways to earn a high school diploma or equivalent
   d. Provide Post High School Pathways that incorporate Career Technical Education

1.3 Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)
Applicable Student Groups: English Learners, Redesignated fluent English proficient

a. Establish an English Language Advisory Committee (ELAC)
b. Create a goal for improvement based on baseline reclassification percentage
c. Provide access to specialized courses that promote EL achievement
d. Provide access to instructional materials/practices that promote EL achievement
e. Provide translation and interpretation services for families

1.4 Intervention and Support for Foster Youth

Applicable Student Groups: Foster Youth

a. Designate Homeless and Foster Youth Liaison who will facilitate partnerships and coordinate programs that promote Foster Youth achievement
b. Provide Homeless and Foster Youth School Engagement Trainings for teachers
c. Monitor academic progress and attendance rates for Foster Youth

Expected Annual Measurable Outcomes:

- Dropout rate of 5% or less
- 84% Student participation rate (attendance rate)
- 50% Student credit completion rate
- Establish baseline for percent of students meeting NWEA MAP growth targets
- Establish baseline for percent of students “meeting” or “exceeding” standards on CAASPP results overall and by subgroup
- Create a goal for improvement based on baseline reclassification percentage
- Increase 4-year, 5-year, and 6-year cohort graduation rates by 1% annually
- 90% of students report confidence in their ability and skills to learn and succeed in school on annually confidence surveys

Goal 2 aligns with the following state priorities: implementation of State Standards (#2), pupil engagement (#5), and course access (#7).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

2.1 Personalized Pathways Educational Plan & College and Career Readiness
Applicable Student Groups: All

a. Establish 4-Year College & University, 2-Year College, Career & Technical Education, and Military Pathway programs to include counselors/advisors, courses, Work Experience Education (WEE)
b. Offer Pathways E-Portfolio graduation requirement to promote 21st century learning and digital literacy

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

a. Provide access to advanced courses and learning opportunities (Advanced Placement (AP), Honors courses)
b. Provide a course of study to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), and UC/CSU a-g requirements.
c. Provide online course offerings to include CCSS, NGSS, UC/CSU a-g approved Edgenuity courses to enhance learning opportunities for all students

2.3 Instructional Program Development

Applicable Student Groups: All

a. Provide CTE course offerings aligned to key sectors
b. Develop Internship program, establish partnerships with key industries, and develop a Work Experience Education (WEE) program
c. Provide Naviance program to students to facilitate post high school planning and career exploration
d. Develop a data collection, segmentation and reporting process, as needed

2.4 Support for EL

Applicable Student Groups: English Learners

a. Develop and implement EL course placement and Pathways
b. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness
c. Develop an ELD program to include course offerings and instructional practices that promote literacy development
d. Provide online course offerings that embed tools and supports to enhance learning opportunities for EL students
e. Develop English courses aligned to CCSS and ELD state standards

Expected Annual Measurable Outcomes:

- Provide 100% of English courses aligned to CCSS and ELD
- Provide 100% of Math courses aligned to CCSS
- Provide 100% of Science courses aligned to NGSS
- Establish a Work Experience Education Program
- Establish 5 Honors courses and 5 AP courses

Goal 3: Provide Targeted and Data Informed Professional Development to Increase Teacher Effectiveness and Highly Qualified Status.

Goal 3 aligns with the following state priorities: basic services (#1), implementation of state standards (#2), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

3.1 Instructional Capacity through Professional Development and Training

Applicable Student Groups: All

a. Establish a Verification Process of Special Settings (VPSS) training program for teachers’ to increase their subject matter competency and Highly Qualified (HQ) status
b. Establish Trainers in subject matter competency in ELA and Math through the Verification Process of Special Settings Training the Trainer
c. Provide high quality VPSS instruction through the purchase of VPSS materials and resources

3.2 Professional Development- Curriculum and Instruction

Applicable Student Groups: All

a. Provide course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
b. Provide teacher participation opportunities in San Diego County Office of Education Professional Development opportunities to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.
3.3 Professional Development- Curriculum, Instruction, and Support for EL

Applicable Student Groups: English Learners, Redesignated fluent English proficient

a. Provide teacher training on implementation of ELD standards
b. Promote teacher trainings at SDCOE EL trainings

Expected Annual Measurable Outcomes:
- Percentage of HQ teachers available to students will be 100% in English and Math
- 100% of teachers will participate in at least 6 PD sessions per year

Goal 4 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.1 Safe Schools

Applicable Student Groups: All

a. Establish a School Safety Plan
b. Develop a School Safety Committee to implement School Safety Plan (including Safety Drills)
c. Provide training to ensure staff are informed, prepared, and compliant
d. Develop a process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
e. Provide parents and students with opportunities for input into safety planning

4.2 Social, Emotional, and Behavioral Support Systems

Applicable Student Groups: All

a. Train teachers in mental health crisis intervention
b. Provide nursing services that include referrals and resources to support students’ social-emotional health and well-being
c. Develop a learning environment at each Resource Center that promotes positive behaviors and accountability
d. Establish and Maintain low FTE ratio to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement.
e. Counsel students in Pathway Options for matriculation and high school graduation

**Expected Annual Measurable Outcomes:**

- Suspension rate at 3% or less
- Expulsion rate at 1% or less
- 90% or higher satisfaction rate from students on safety from Annual Surveys
- 90% or higher satisfaction rate from parents on safety from Annual Surveys
- Compliant School Safety Plan

**Goal 5: Maintain Parent and Community Engagement with Highly Regarded Neighborhood Resource Centers that Serve Students, Parents, and Communities.**

Goal 5 aligns with the following state priorities: parental involvement (#3), pupil engagement (#5), and school climate (#6).

**Actions:** In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

### 5.1 Parent and Community Engagement

**Applicable Student Groups:** All

a. Provide opportunities and resources for parents and guardians to support student learning and college & career readiness
b. Provide parent trainings on student engagement strategies and community involvement opportunities
c. Implement annual Parent Surveys and analyze results
d. Design website features and content to provide accurate and timely information to parents and community members
e. Utilize web-based programs to increase parental engagement and involvement (Naviance, School Pathways Parent Portal)

### 5.2 Community Relations and Partnerships

**Applicable Student Groups:** All

a. Establish community partnerships to support student and family engagement and learning
b. Implement a marketing plan, utilizing strategies to inform parents and the community about enrollment options and resources at GSS available to them

### 5.3 English Learner Parents Engagement
Applicable Student Groups: English Learners, Redesignated fluent English proficient

a. Establish an effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program
b. Provide translation and interpretation services to facilitate effective communication and participation

Expected Annual Measurable Outcomes:

- 85% enrollment retention rates at resource centers to support a low dropout rate
- 75% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey
- Develop formal partnerships with community based organizations - Baseline + 10%
Element C: Methods of Assessment and Other Uses of Data

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).

1. OVERVIEW

GSS shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the information in Element B for a description of the assessments GSS shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. GSS affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B, 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).

2. ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of GSS. No single assessment can provide all the information needed to make informed decisions about every student’s learning. A collection of measures aligned to academic standards will provide meaningful insights about each student’s achievement and GSS’s effectiveness.

The assessment tools used at GSS shall include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessment shall also promote and support reflection and self-evaluation on the part of students, staff, and parents.

Measures used at GSS shall include, but not be limited to, a variety of assessment tools to determine academic progress such as:

**State-Mandated Tests**
- CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA))
- California English Language Development Test (CELDT)
- Fitnessgram (PFT)

**Local Assessments and Performance Indicators**
- Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
- End-of-course examinations aligned to California state standards
While the standards-based assessments will enable GSS to monitor both the individual student’s and GSS’s schoolwide performance, they may not fully meet the assessment needs of the students and the instructional teams with which they will work. Frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student shall be achieved through GSS’s local assessments and performance indicators. In addition, students’ self-reflection will be considered a valuable tool that guides teachers’ instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning. Therefore, to document student learning, alternative assessments used by GSS shall include end-of-course exams, projects, exhibitions, and other evaluations used during the instructional year. This is consistent with GSS’s opportunities for choice and desire to encourage individual interests and talents. In addition to offering teachers a tool for gauging the students’ progress, as well as their strengths and challenges, GSS’s evaluation report will include procedures that bring students and parents into the assessment process. Together, these measures will provide a complete picture of the learning community at GSS. This complete picture will provide students, parents, teachers, and community the information needed to continuously improve.

3. USE AND REPORTING OF DATA

GSS shall implement a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. GSS shall make data available through the Student Information System (SIS) known as School Pathways. School Pathways will contain data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff shall have broad access to the SIS, and teachers shall have access to student data. The system will generate reports that are circulated to the administration, faculty, support staff, students, and parents. This data shall be collected and reported to the whole school on a monthly basis. GSS shall then publish a monthly report for the purposes of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders shall evaluate data including: school participation (attendance), credit completion rates, NWEA MAP scores, dropout rates, graduation rates, CAASPP results, and other measures of student school engagement, during monthly instructional meetings to improve the instructional and operational programs within the school. Data shall be disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially
disadvantaged students, and students in special education programs. At the end of the year, each monthly report will be compiled into an annual report document used to demonstrate success and identify areas of improvement for each school year.

Information on the educational performance and progress of students shall be regularly provided to all stakeholders. Data shall be shared with parents and other community stakeholders in a variety of ways. Parents will receive ongoing updates from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results shall be shared on the school’s website, at parent trainings, during Open House, and at English Language Advisory Committee (ELAC) meetings. Results shall also be sent home to inform parents and students of their performance on assessments such as CELDT, CAASPP, and Fitnessgram. Parents and the community shall have open access to the annual School Accountability Report Card (SARC) posted on the GSS website, the CDE’s Dataquest system, and Board of Directors meetings.

**SARC and LCAP**

GSS shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.
Element D: 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**

GSS shall be a directly funded independent charter school operated by Audeo Charter School, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter petition. Audeo Charter School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for GSS’s operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

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

Attached, please find the Audeo Charter School Articles of Incorporation as Appendix E, Bylaws as Appendix F, and Conflict of Interest Code as Appendix G.

2. **BOARD OF DIRECTORS**

GSS shall be governed by the Audeo Charter School nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

Following are the names and biographies of the current Board of Directors.

**Mary Searcy Bixby**
Board President

Mary is the Founder and President of CSSD. Mary has over 34 years of experience in charter school development, school administration, instruction, finance, and governance. She has led public school programs working specifically with this type of targeted student population for the last 21 years. She has been a leader of the charter school movement in California. In 1995, she was the recipient of the first Senator Gary Hart Vision Award presented for contributions to the Charter School Movement. She is the President and CEO of the Altus Network of Charter Schools.
Gregg Haggart  
Board Member  

As the CEO of The Gildred Companies, Gregg leads this privately held company, which has been based in San Diego since 1925. In addition to adding to their portfolio of industrial and business parks throughout southern California, the company actively develops their land holdings and makes strategic investments in business ventures. The company is currently in late stage development of a 50 MW solar generation facility, which when completed, will be the largest solar project in San Diego County.

Gregg’s background includes 30 years of financial, real estate and energy sector experience with industry leading companies including Sempra Energy, Honeywell and ABB. Leading high performance teams focused on the successful close of complex transactions and projects is an area of strength for Gregg.

A passionate advocate for students, Gregg has been a classroom volunteer for more than 15 years, either through Junior Achievement or his own programs and presentations crafted to support high school students. Along with educators from within the community, Gregg recently founded a non-profit STEM focused organization to benefit the underserved students of Borrego Springs.

Tim Morton  
Board Member  

Tim Morton is the CEO of Westland Financial Services. Mr. Morton has been in the financial services industry for over 30 years and has been at Westland for 8 years. Before joining Westland, Tim was President of James Mitchell & Co (JMC) for 12 years. JMC was one of the first firms to provide financial services support to banks and credit unions with over 600 Advisors working in the branches of financial institutions. Mr. Morton remains active in the financial services community, is a member of the Financial Planning Association and was elected in 2013 to be a member of FINRA’s National Small Firm Advisory Board (SFAB). Tim has also served as a long-time member of the Board of Directors for the National Association of Broker/ Dealers (NABD), an industry advocacy organization. His participation, willingness and industry expertise has contributed to assisting regulators with understanding the value of the Advisor Client relationship and the impact rules and regulations have on small business.

Mr. Morton was the Founder and President of Ramona Parks and Recreation Association (RPRA), a 501(c)(3) nonprofit and still serves a Chairman Emeritus. RPRA is the managing organization for nine non-profit groups who operate in the Ramona Water District Park Property and Community Center.

David Quezada  
Board Member  

Mr. David Quezada has been a teacher in San Diego for over 25 years. During his long career he has taught in a variety of educational environments including two SDUSD elementary schools, two SDUSD alternative schools and a SDUSD authorized charter school. David has a deep passion for students and has had experience serving on the Board of Directors for three different charter schools in San Diego County.
Board Meetings and Duties

The Board of Directors shall meet regularly, at least three times per year, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of GSS including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.

- Approving the Charter School’s annual budget and overseeing the Charter School’s fiscal affairs.

- Contracting with outside sources for operations oversight and audit.

- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.

- Approving the Charter School’s personnel policies and monitoring their implementation.

- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as Appendix G. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.
GSS shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Audeo Charter School shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

**Board Training**

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

### 3. SCHOOL COORDINATOR

The School Coordinator shall be the instructional leader of GSS. The School Coordinator will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The School Coordinator will report directly to the Board of Directors, and she/he will be responsible for the orderly operation of the school and the supervision of all employees in the school. The School Coordinator will be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Coordinator will communicate and report to the Board of Directors as needed.

The School Coordinator 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 shall include, but are not limited to, the following:

- Ensure GSS enacts its mission and vision
- 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 GSS
- 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 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 facilities
- Promote GSS in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request 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 GSS annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

4. PARENT INVOLVEMENT IN GOVERNANCE

A central tenet of GSS’s philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Student/Parent/Teacher Master Agreement (See Element A: Educational Program)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

Accordingly, part of GSS’s educational plan is an agreement between parents and GSS known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of GSS’s educational program. Such a contract is designed to empower parents with respect to their children’s education by strengthening the partnership among parents, students, and teachers.

GSS’s philosophy is that parents choose to send their children to GSS because they have high expectations of GSS and the benefits that they and their children will receive. In turn, GSS has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student’s teacher, regularly scheduled open houses, and field trips. GSS will encourage, but will not require, volunteer parent participation in the school.
Element E: 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).

**1. OVERVIEW**

GSS shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state and federal law.

All staff shall operate under contracts with Audeo Charter School and be evaluated on an annual basis.

**2. QUALIFICATIONS FOR ALL STAFF**

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School’s program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student’s behavior change, attitude and/or academic performance.
- Take a leadership role in some aspect of the Charter School’s development.

All individuals employed at GSS must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

GSS considers the employees described below to be key to the success of GSS:

**ADMINISTRATOR QUALIFICATIONS**

The School Coordinator and any other administrator at GSS shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School’s mission and
educational program. In addition, the School Coordinator shall possess skills in hiring and supervising excellent teachers and have experience using technology and data-analysis tools. Business experience is preferred. The School Coordinator shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Coordinator are:

- Hold at least a bachelor’s degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has work with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving students’ academic goals.

**TEACHER QUALIFICATIONS**

GSS shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. GSS shall comply with Education Code Section 47605(l), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would...”
be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at GSS and shall be subject to periodic inspection by the District.

GSS will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student will be assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School’s operational policies.

GSS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record, except to the extent permitted by law, in non-core, non-college preparatory courses.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School’s curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

**OFFICE PERSONNEL QUALIFICATIONS**

The School Clerk will be selected by the School Coordinator on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:
• High school diploma; AA degree or two years of college preferred.
• Minimum of two years’ experience in a similar position.
• Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Additional qualifications are:

• Demonstrate commitment to the mission and vision of the Charter School.
• Ability to collaborate with faculty and staff, students and parents.
• Ability to attend community events to represent the Charter School.
Element F: Health and Safety of Pupils and Staff

**Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 44237(b)(5)(F).

In order to provide safety for all students and staff, GSS shall develop and implement a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate into GSS’s student and employee handbooks and shall be reviewed on an ongoing basis by the School Coordinator and Board of Directors, and in GSS’s staff development efforts. GSS shall submit a school safety plan to the District annually.

The following is a summary of the health and safety policies and procedures of GSS:

**Procedures for Background Checks**

Employees and contractors of GSS shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GSS shall comply with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. The School Coordinator shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Coordinator. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

**Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws.

**Tuberculosis Risk Assessment and Examination**

Faculty, staff and volunteers shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

**Immunizations**

All enrolled students and employees shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.
Medication in School

GSS shall adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

GSS shall 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 not be limited to, all of the following:

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

Emergency Preparedness

GSS will develop a School Safety Plan drafted specifically to the needs of the facility (Appendix H), which is based on a commonly used California public school template. This Safety Plan includes, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff shall be provided training on emergency and first aid response.

Blood Borne Pathogens

GSS 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 Free, Alcohol Free, Smoke Free Environment

GSS shall function as a drug-, alcohol-, and smoke-free environment.
Facility Safety

GSS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. GSS 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. GSS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

GSS 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 characteristics 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, pregnancy, physical or mental disability, childbirth or related medical conditions, 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. GSS shall develop and implement a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at GSS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with GSS’s discrimination and harassment policies.
Element G: Means to Achieve Racial and Ethnic Balance

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

GSS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

GSS shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

GSS shall monitor and report the diversity of the school’s student population on an annual basis.
Element H: Admission Requirements

**Governing Law:** Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

GSS shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. GSS shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the “free schools” guarantee as set forth in state law.

GSS shall admit all pupils who wish to attend GSS. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. GSS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at GSS. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at GSS. The determination of school capacity shall be based on GSS’s academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of GSS, and the level of interest shown by students who want to attend GSS.

Admission of a pupil to GSS shall be consistent with state laws and regulations governing independent study programs.

The GSS admission process will be comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, GSS shall have the following requirements that must be met by each student and their family before beginning school at GSS:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school
Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be as follows:

1. Students currently attending GSS
2. Residents of the Grossmont Union High School District
3. Siblings of existing students of GSS
4. All other students

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 waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the GSS website.
Element I: 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)(3)(f).

An annual independent financial audit of the books and records of GSS shall be conducted as required by Education Code Sections 47605(b)(3)(f) and 47605(m). The books and records of GSS shall 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. 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.

An audit committee of the Board of Directors shall oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the school’s financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. GSS shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that GSS has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. 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 GSS will be public record to be provided to the public upon request.
Element J: Pupil Suspension and Expulsion Procedures

**Governing Law:** The procedures by which pupils can be suspended or expelled. *Education Code Section 47605(6)(5)(f).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at GSS. In creating this policy, GSS has reviewed Education Code Section 48900 et seq. which describes the non-charter 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. GSS 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 GSS’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. GSS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The GSS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator’s office.

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

A student identified as an individual with disabilities or for whom GSS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. GSS 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 GSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. **Grounds for Suspension and Expulsion of Students**

   A student may be suspended or expelled for prohibited misconduct if the act is related to
school activity or school attendance occurring at 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 pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force of violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property.
   g) Stole or attempted to steal school property or private property.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
      (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
   l) Knowingly received stolen school property or private property.
   m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime
of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

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

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

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

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force of violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property.
   g) Stole or attempted to steal school property or private property.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Knowingly received stolen school property or private property.
   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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) 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.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or
intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been
adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

w) 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 School Coordinator 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 pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee’s concurrence.

   If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil 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 shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or GSS employee who referred the student to the School Coordinator or designee.

   The conference may be omitted if the School Coordinator 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 GSS personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with GSS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If GSS 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 School Coordinator or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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 School Coordinator or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Audeo Board of Directors following a hearing before it, or by the Audeo Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the
pupil or a member of the Audeo Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing 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 pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of GSS’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 GSS 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

GSS 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 GSS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. GSS 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 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 person 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, GSS must present evidence that the witness’ presence is both desired by the witness and will be helpful to GSS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board 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 pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Coordinator 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: Notice of the specific offense committed by the student; and Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with GSS.

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student’s name b) The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from GSS as the Audeo Board of Directors’ decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GSS 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 GSS 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 pupil may reapply to GSS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or GSS shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to
determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Coordinator or designee shall make a recommendation to the Board 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 pupil’s readmission is also contingent upon GSS’s capacity at the time the student seeks readmission.

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

1. Notification of SELPA

GSS 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 that GSS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, GSS, 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 GSS, 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 GSS, 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 the GSS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and GSS agree to a change of placement as part of the modification of the behavioral intervention plan.

If GSS, 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 GSS 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 GSS 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 GSS, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and GSS agree otherwise.

5. Special Circumstances

GSS 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 School Coordinator 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 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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 IDEIA and who has violated GSS’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GSS had knowledge that the student was disabled before the behavior occurred.

GSS 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 GSS 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 GSS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other GSS supervisory personnel.

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

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

GSS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
Element K: Employee Retirement Systems

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

Certificated employees of GSS shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees may be members of the California Public Employees' Retirement System (CalPERS). GSS shall inform all applicants for positions within GSS of the retirement system options for employees of GSS. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

GSS shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.
Element L: 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(b)(5)(L).

No student may be required to attend GSS. Students who reside within the District who choose not to attend GSS may attend 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 policies. Parents and guardians of each student enrolled in GSS shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in GSS, except to the extent that such a right is extended by the local education agency.


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

All employees of GSS shall be considered the exclusive employees of Audeo Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to GSS. Employment by Audeo Charter School provides no rights of employment at any other entity, including any rights in the case of closure of GSS.
Element N: Dispute Resolution Procedures

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

1. **DISPUTES BETWEEN GSS AND THE DISTRICT**

The staff and Board of Directors of GSS and the District shall agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within GSS pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

GSS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. GSS is willing to consider changes to the process outlined below as suggested by the District.

GSS and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between GSS and the District regarding the terms of this charter or any other issue regarding GSS and the District’s relationship, GSS staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and the GSS School Coordinator. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, GSS requests that this 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.

The GSS School Coordinator or designee and District Superintendent or designee 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 the School Coordinator 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 School Coordinator or their 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 the School Coordinator. 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 GSS. 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 GSS.

2. INTERNAL DISPUTES

Disputes arising from within GSS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by GSS. The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school’s policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to GSS has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.
Element O: School 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 Section 47605(b)(5)(O).

Closure of GSS shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of GSS, the District, the San Diego County Office of Education, GSS's SELPA, the retirement systems in which GSS's employees participate (e.g., 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 pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of GSS 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 GSS.

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

As applicable, GSS 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. § 1232(g). GSS will ask the District to store original records of GSS students. All student records of GSS shall then be transferred to the District upon school closure. If the District will not or cannot store the records, GSS shall work with the San Diego 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, GSS will prepare final financial records. GSS will also have an independent audit completed within six months after closure. GSS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by GSS 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 GSS.

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

On closure of GSS, all assets of GSS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending GSS, remain the sole property of Audeo Charter School and, upon the dissolution of the Audeo Charter School non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon 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, Audeo Charter School shall remain solely responsible for all liabilities arising from the operation of GSS.

As GSS shall be operated Audeo Charter School, a non-profit public benefit corporation, should the corporation dissolve with the closure of GSS, 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.

GSS will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.
Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

**Governing Law:** The petitioner or petitioners shall also 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(q).

Attached, please find GSS’s financial statements, including budgets (Appendix I), budget assumptions (Appendix J) and cash flow (Appendix K) for the first four years of operation. These documents are based upon the best data available to GSS at this time, including the most recent financial projections under the Local Control Funding Formula.

GSS shall provide reports to the District and San Diego 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. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) 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 GSS’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

GSS 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 School Accountability Report Card (SARC), and the LCAP.

GSS 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, GSS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

GSS shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. GSS shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. GSS shall ensure a high level of fiscal accountability. GSS shall adopt an annual budget prior to July 1 of each year. GSS shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

2. INSURANCE AND INDEMNIFICATION

GSS shall seek participation with the San Diego and Imperial County Schools Risk Management JPA Consortium. GSS shall maintain 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 as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a $1,000 deductible, a $100,000 Self Insured Retention and an excess policy limit of $500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.

- Auto, general liability and wrongful acts, including errors and omissions, with a $1,000 deductible, a $1,000,000 Self Insured Retention. An excess coverage of $4,000,000 is underwritten by General Reinsurance.

- Additional coverage in excess of $5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of $50,000,000 per occurrence.

- Employment practices liability coverage with a $1,000 deductible and $1,000,000 Self Insured Retention. An excess coverage of $4,000,000 is provided by General Reinsurance.

- Self-Insured Workers’ Compensation coverage with a $100,000 Self Insured Retention and limits of $900,000 with Am Trust/WESCO. Excess workers’ compensation with statutory limits is underwritten by Safety National Insurance Company.

The District Board of Education shall be named as an additional insured on all policies of GSS. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of GSS. GSS shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees, or
agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

3. **ADMINISTRATIVE SERVICES**

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

GSS shall provide its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, through employees of Audeo Charter School.

Pursuant to *Education Code Section 47604.32*, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, GSS shall pay the District an oversight fee in accordance with *Education Code Section 47613*.

4. **FACILITIES**

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

As GSS is a non-classroom based/independent study charter school, it is understood that GSS shall serve students throughout San Diego County and adjacent counties pursuant to *Education Code Sections 47605.1(c)* and 51747.3. As such, GSS shall utilize resource centers within the meaning of *Education Code Section 47605.1(c).*

Following is a list of GSS’s resource center locations:

- El Cajon Resource Center
  111 Fletcher Parkway
  El Cajon, CA 92020
- Paradise Valley Resource Center
  123 Worthington St. Suite 104
  Spring Valley, CA 91977
- La Mesa Resource Center
  5975 Severin Drive
  La Mesa, CA 91942

GSS affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in GSS’s nonclassroom-based independent study program, and (2) GSS shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Diego County.
The following location is designated for GSS administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
  10170 Huennekens Street
  San Diego, CA 92121

GSS will use the following locations only for administrative purposes and staff professional development:

- Old Town Office
  2243 San Diego Avenue, Suite 115
  San Diego, CA 92110

- Bonita Training Center
  3252 Bonita Road
  Chula Vista, CA 91910

GSS will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the District.

5. **TRANSPORTATION**

GSS shall not provide transportation to and from school, except as required by law.

6. **ATTENDANCE ACCOUNTING**

GSS shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. **OVERSIGHT**

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of GSS not to exceed one (1) percent of the revenue of GSS. Pursuant to Education Code Section 47613(f), “Revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

8. **POTENTIAL CIVIL LIABILITY EFFECTS**

_Governing Law:_ Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).
GSS shall be operated by Audeo Charter School, 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(c), an entity that grants a charter to a charter school operated as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. GSS 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 GSS.

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

The corporate bylaws of Audeo Charter School shall provide for indemnification of the Board, officers, agents, and employees, and Audeo Charter School shall maintain general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by GSS’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 GSS.

The Audeo Charter School Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
Conclusion

By approving this charter for the establishment of GSS, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. GSS is eager 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, GSS pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2017 through June 30, 2022 in accordance with Education Code Section 47605 and its implementing regulations.