



**Charter Renewal Petition  
For the Term July 1, 2025 – June 30, 2030**

**Submitted June 27, 2024 to:**

**Sacramento City Unified School District  
Board of Education**

## Table of Contents

- Pg. 3	LETTER OF PETITION INTENT
- Pg. 4	EXECUTIVE SUMMARY OF PETITION UPDATES
- Pg. 5	AFFIRMATIONS AND DECLARATION
- Pg. 8	INTRODUCTION
- Pg. 15	CHARTER RENEWAL CRITERIA
- Pg. 27	ELEMENT 1: THE EDUCATIONAL PROGRAM
- Pg. 52	ELEMENTS 2 & 3: MEASURABLE PUPIL OUTCOMES & METHODS OF MEASUREMENT
- Pg. 58	ELEMENT 4: GOVERNANCE AND PARENT INVOLVEMENT
- Pg. 63	ELEMENT 5: EMPLOYEE QUALIFICATIONS
- Pg. 68	ELEMENT 6: HEALTH AND SAFETY PROCEDURES
- Pg. 75	ELEMENT 7: STUDENT POPULATION BALANCE
- Pg. 78	ELEMENT 8: ADMISSION POLICIES AND PROCEDURES
- Pg. 83	ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT
- Pg. 84	ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES
- Pg. 104	ELEMENT 11: STAFF RETIREMENT SYSTEMS
- Pg. 105	ELEMENT 12: ATTENDANCE ALTERNATIVES
- Pg. 106	ELEMENT 13: EMPLOYEE RETURN RIGHTS
- Pg. 107	ELEMENT 14: DISPUTE RESOLUTION PROCESS
- Pg. 109	ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE
- Pg. 111	MISCELLANEOUS PROVISIONS
- Pg. 115	CONCLUSION

**LETTER OF PETITION INTENT**

Via Hand Delivery

Sacramento City Unified School District  
Board of Education  
5735 47th Ave, Sacramento, CA 95824

**RE: Formal Application for Charter Renewal for Growth Public Schools**

Dear Members of the SCUSD Board of Education:

As the Executive Director for Growth Public Schools which operates Growth Public School (“GPS” or the “Charter School”), and as the designee of the governing board of Growth Public Schools, I hereby submit the GPS charter renewal petition (“Petition”) to the Sacramento City Unified School District Board of Education (“District Board”) for a term of five (5) years, from July 1, 2025, through June 30, 2030. GPS looks forward to working with the District Board and Sacramento City Unified School District’s (“District”) superintendent and staff during the charter renewal process. Please do not hesitate to contact GPS at any time throughout this process.

Sincerely,

A handwritten signature in black ink, appearing to be 'Audria Johnson', written over a faint circular stamp or watermark.

Audria Johnson  
Executive Director, Growth Public Schools  
9320 Tech Center Drive  
Sacramento, CA 95826  
916-394-5007

**EXECUTIVE SUMMARY OF PETITION UPDATES**

<b>Charter Petition Component</b>	<b>Updates for 2025-2030 Petition</b>
Element 1	No substantive changes
Elements 2 & 3	No substantive changes
Element 4	No substantive changes
Element 5	No substantive changes
Element 6	No substantive changes
Element 7	No substantive changes
Element 8	No substantive changes
Element 9	No substantive changes
Element 10	No substantive changes
Element 11	No substantive changes
Element 12	No substantive changes
Element 13	No substantive changes
Element 14	No substantive changes
Element 15	No substantive changes
Miscellaneous Provisions	No substantive changes

## **AFFIRMATIONS AND DECLARATION**

Growth Public School (“GPS” or the “Charter School”), operated by Growth Public Schools (the “Organization”), hereby certifies that the information submitted in this Petition for the renewal of GPS, located at 9320 Tech Center Drive, Sacramento, CA 95826 within the boundaries of the Sacramento City Unified School District (“SCUSD” or the “District”), is true to the best knowledge and belief of GPS. 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Growth Public Schools declares that it shall be deemed the exclusive public school employer of all employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within California. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

- 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 the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- 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(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the 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 California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”)
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]




---

Audria Johnson  
Executive Director  
Growth Public Schools

June 27, 2024

---

Date

## **INTRODUCTION**

In accordance with the Charter Schools Act of 1992 (Education Code Section 47600, *et seq.*), the District Board granted a charter to Growth Public School in 2016, for a five-year term starting July 1, 2017 through June 30, 2022, to operate an independent California public charter school serving grades TK-8. GPS is operated by Growth Public Schools, a 501(c)(3) tax-exempt, non-profit public benefit corporation. The initial charter term was extended by state law to June 30, 2025, due to the disruption to state assessment data caused by the COVID-19 pandemic. (Education Code Section 47607.4.)

GPS now submits this Petition seeking renewal for another five-year term from July 1, 2025, through June 30, 2030.

## **CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS**

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992 (the “CSA”), to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a. Improve pupil learning.*
  - b. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils 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 the school site.*
  - e. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
  - f. Hold the schools established under [the Charter Schools Act] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
  - g. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*
- Education Code Section 47601(a)-(g)*

In its first term GPS has made progress toward, and plans to continue progressing toward, accomplishing these goals with a unique academic program and environment based on research and best practices. Details of this program and environment are articulated throughout this Petition.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. (Education Code Section 47605(c).)

## **ABOUT GROWTH PUBLIC SCHOOL**

### **Vision Statement**

Growth Public School is a tuition-free, TK-8 public charter school founded on the belief that social and emotional development is just as important as academic growth. GPS believes that



learning best occurs when there is a balance of rigorous academics, as well as a focus on students' personal, social-emotional development. The Charter School's vision statement is:

We envision a school system where people come first. And as we strive to learn and grow as humans, we believe we will, in turn, develop a better world.

### **Mission Statement**

Growth Public School's mission is to be a diverse, connected, learner-driven community that prepares students emotionally, socially, and academically to blaze their own paths in a changing world.

### **History & Background**

Growth Public Schools was established in 2015, when David Richards, GPS founder, envisioned a school that would bring project-based and social-emotional learning to a diverse population of elementary-aged students in Sacramento. This vision was derived from the realization that the world is changing more rapidly than ever, and the future will require leaders and innovators who can be collaborative, adaptable, and emotionally intelligent.

On August 14, 2017, GPS opened its doors to 112 Kindergarten and 1st grade students, who would become the Charter School's founding classes of students. In the Charter School's first years there was an intentional focus on building the foundation of a strong school culture prioritizing social-emotional learning. There was also a focus on defining "who we are," and "what we are about," based on the mission and vision for the Charter School and the students and families being served by GPS. This founding class of students and their families helped to reshape and refine the original vision and mission for the Charter School, which builds on the realization of the changing world and what the future will require for success, as well as asserts the notion a school can hold high expectations for academic performance while still nurturing the social emotional needs of the students.

By the 2019-20 school year, the Charter School's third year, the school culture was set, strong, and the intention and focus shifted to the academic program. GPS' founding 1st graders were in 3rd grade and finally grade-level eligible for state testing. However, due to the COVID-19 pandemic, all statewide assessments, as well as the California School Dashboard, were suspended that year and for the following year, 2021. As a result, GPS students did not participate in state testing in either 2020 or 2021 and they had not done so prior to 2020 due to GPS only serving students in 2nd grade and below.

Because GPS students were grade-level ineligible for state testing in 2018 and 2019, and statewide assessments and the Dashboard were suspended in 2020 and 2021, the Charter School does not have pre-COVID-19 data to demonstrate more comprehensive trends in students' academic performance. However, existing data does reflect the Charter School's focused, intentional priority of developing a strong school culture and an aligned, effective, and rigorous academic program that fosters student academic achievement and growth.

### **School Location**

GPS is located at 9320 Tech Center Drive, Sacramento 95826 and at present intends to remain at this location with no plans or intentions to change locations.

## Enrollment History

GPS opened in 2017 with 112 kindergarten and 1st grade students. The Charter School's student enrollment has dramatically increased over the past six (6) years. GPS served 283 students in grades TK-7 in the 2023-24 school year and will be fully grown out by adding 8th grade in 2024-25. At full size GPS will serve approximately 350 students in grades TK-8.

## Highlights and Accomplishments

### Strong School Culture

In its first charter term GPS set an intentional focus on building the foundation of strong school culture by prioritizing social-emotional learning. Research and GPS's experience supports that a positive school culture creates an environment where students feel safe, respected, and encouraged to take risks in their learning. An environment such as this is conducive to higher levels of engagement and achievement among students. GPS has established a strong school culture. Below are some highlights of the Charter School's strong culture. Following these initial highlights are the results, in terms of student achievement, that GPS' strong culture has produced:

### *Social Emotional Learning*

In April 2021, GPS became the first elementary school in the nation to become a certified Powered by Compass ("PBC") School. GPS earned this designation for its effective and high quality implementation of the PBC model, an approach to comprehensive human development for both students and adults. To earn this credential, the Charter School worked for several years to attend specialized training, gather continuous data and feedback, and train its staff members to execute the work of this model as an integrated part of the community. To earn this PBC certification, GPS not only completed the program, but in addition demonstrated exemplary outcomes with evidence across a number of different measures, such as:

- *Staff Investment* in the PBC model and a commitment to serving the whole child through GPS' work. The Charter School consistently demonstrated some of the highest levels of investment compared to other schools in its cohort, with multiple years of 100% of staff investment in this work, as measured by the annual PBC Survey.
- *Exceptional Trust in the Principal*, which is a prerequisite to reaching strong outcomes and creating a safe and supportive culture for staff. Trust levels at GPS are higher than 84% of schools across the country (when taking comparative data nationwide, not just within the Powered by Compass program).
- *Student Outcomes* are the core of the PBC model and include both a social emotional learning curriculum and a ritual known as Circle. The Powered By Compass program assesses schools against rigorous goals aligned to the overall quality of the Circle. GPS consistently meets or exceeds the goals for a high quality Circle experience for students and cultivates warm, safe, and supportive spaces for students to share their feelings, needs, and core identities. This has resulted in students' growth in their capacity to name emotions, to share their unique strengths, and to provide kindness and empathy to others, all essential components of a strong student culture.

### *Teacher and Staff Satisfaction*

GPS annually surveys its teachers and staff to gather data on perceptions of school and team culture, as well as overall satisfaction. GPS continuously receives high levels of positive feedback and responses on these measures. Specifically:

- 96% responded ‘agree’ or ‘strongly agree’ to the statement “I feel connected to the mission and vision of GPS” for two consecutive years.
- The statement “I would rate the team culture of GPS as positive” received an average ‘agree’ or ‘strongly agree’ response rate of 93% over three consecutive surveys.
- 100% of teachers and staff ‘agree’ or ‘strongly agree’ that they enjoy working at GPS.

### *Family Satisfaction*

Similar to the results achieved on the staff surveys, GPS families continue to be satisfied with the Charter School as evidenced by an annual survey. Specifically, families feel satisfied about the Charter School’s outreach and communication, and the interactions and trust they have with teachers and staff.

### **GPS End of Year Family Survey, May 2023, 76% participation rate**

<i>Survey Question</i>	<i>% of Families Who Agreed/ Strongly Agreed</i>
My child's teacher(s) communicates with me about his/her academic and social-emotional progress.	93%
GPS Staff effectively communicates with me about important school policies, changes, and events.	94%
The staff at GPS is respectful, approachable, and responsive when I have comments or concerns.	95%
Overall, I would rate the culture and environment at GPS as positive.	97%

In addition, over 90% of families responded agree or strongly agree that overall they are satisfied with the Charter School, and would recommend GPS to their friends and family for the past two years.

### *Suspension Rate*

GPS has put significant intention and focus on creating a positive school culture in which students feel safe, respected, and encouraged to take risks in their learning. An important aspect of this focus is reducing student suspensions. The Charter School has consistently boasted lower suspension rates than the District and the state over the past several years, with a rate of 2.1% in 2022-23 school year, versus the District’s and state’s rates of 4.9% and 3.1%, respectively. In addition, GPS saw a reduction in the suspension rates of its socio-economically disadvantaged, Black, and Hispanic/Latino student subgroups on the most recent Dashboard compared to 2022. In this same two-year time frame the suspension rate for both Asian students and English Learners (“EL”) remained at zero percent. Overall, these results produced a schoolwide green performance level on the 2023 Dashboard for GPS compared to the orange performance level earned for all students by both the District and state for suspension.

### *Chronic Absenteeism*

Like suspensions, GPS prioritized decreasing chronic absenteeism to ensure all students are consistently present and in class to learn. Over the course of one school year, GPS reduced overall chronic absenteeism from 38.2% to 28.7%, a decrease of almost 10%. In that same year, the Charter School also reduced the chronic absenteeism rate of its ELs and socioeconomically disadvantaged students. Notably, the Charter School was able to make significant strides in reducing chronic absenteeism, by over 10%, for students in the following subgroups: Black, Hispanic/Latino, White, and Two or More Races. In each of the four racial/ethnic subgroups listed here, the year over year decrease was greater than the corresponding reduction seen by the same subgroups in the District and across the state.

### Academics

It is the goal of GPS to balance strong school culture with a rigorous academic program. The Charter School set an intentional focus and priority in its first charter term of building a strong school culture in order to set the foundation for a rigorous academic program to be implemented that would foster student academic achievement and growth. By the time of the Charter School's third year, 2019-20, the school culture was set and was strong, and the intention and focus shifted in that year to the academic program. However, the COVID-19 pandemic halted some of GPS' efforts to begin building as strong of an academic program as it did for school culture in the first two years. Yet, despite these challenges, GPS has made great strides in building a top academic program despite the delays brought on by the pandemic.

### *Instructional Practices*

The following describe some instructional practices the Charter School has implemented over the years, in its efforts to build a high level instructional program that meets the needs of all learners:

- Partnership with Instruction Partners, a nonprofit organization with a focus on transforming the way schools develop and support instructional leaders to provide support to teachers in delivering excellent daily instruction in ELA, early literacy, math, and science that helps all students succeed—particularly students of color, students experiencing poverty, multilingual learners, and students with disabilities.
- Curriculum adoption for all grade levels, TK-8, aligned with the Charter School's commitment to hands on and engaging project-based learning, with full investment from both teachers and students
- Professional development on dismantling inequitable practices in the classroom
- All primary grades classrooms implement small group reading and math instructional practices
- Full time Reading Intervention and English Language Development teachers to support struggling readers and students for whom English is their second language
- Multi-Tiered System of Supports ("MTSS") process implemented with fidelity

### *Dashboard Achievement*

- On all 2023 Dashboard indicators, GPS earned either the same or a higher performance level (color) than the District.
- On four out of five 2023 Dashboard indicators, GPS earned either the same or a higher

performance level than the state.

### *ELA Achievement*

- Students in grades 1-7, on average, showed one year of academic growth on the NWEA MAP exam for both 2023-24 and for the period of Spring, 2023 to Spring, 2024.
- The schoolwide increase in student academic performance, as measured by distance from standard (“DFS”) from 2022 to 2023, along with the increases seen in multiple subgroups, are in contrast to the decreases observed across the District and state over the same time frame.
- GPS’ ELA performance for ELs shows a significant increase of 21.8 points from 2022.
- GPS increased the percentage of students performing at or above grade level on the California Assessment of Student Performance and Progress (“CAASPP”) from 2022 to 2023 for all students, Hispanic/Latino, white and socioeconomically disadvantaged students, as well as for students with disabilities.
- GPS made incredible progress with its founding cohort of 1st grade students (enrolled in 2017-18). Across GPS, these students showed the greatest increase in the percentage of students performing at or above grade level from 5th to 6th grade from 2022 to 2023.
- GPS’ other founding cohort of kindergartners (also enrolled in 2017-18) saw the percentage of students scoring exceeds standard (Level 4) nearly double from 2022 to 2023.
- Beyond the two founding cohorts, GPS’ 2023 fourth graders saw an increase in DFS of 17 points from their 3rd grade performance - growth that far exceeds the trends seen across the state.

### *Math Achievement*

- Students in grades 1-7 showed, on average, more than one year of academic growth on the NWEA MAP exam for both 2023-24 and for the period of Spring, 2023 to Spring, 2024. For this latter time frame, students showed significantly more than one year of growth and over 60% of students met or exceeded their Math growth goal.
- GPS’ two subgroups earning Dashboard performance levels (colors) in 2023 (Hispanic and Socioeconomically Disadvantaged students) outperformed the District on status, as measured by DFS, and GPS’ Hispanic students also outperformed their peers across the state.
- ELs saw an 8.5 point increase in DFS from 2022 to 2023 and outperformed the District and state in 2023 on DFS
- Schoolwide, as well as all subgroups with more than ten takers, experienced a reduction in the percentage of students not on grade level (CAASPP level 1) in math from 2021-22 to 2022-23 school years.
- GPS’ oldest cohort of students (founding 1st grade students) had the greatest increase across GPS in the percentage of students scoring met standard plus exceeded standard from 5th to 6th grade, reinforcing the effectiveness of GPS’ model over time.

### Program success

2024-25 marks both the final year of GPS’ initial charter term and the first year the Charter School will serve its full gradespan of TK-8th grade. Spring 2025 will mark almost a decade of hard work and dedication with the promotion to high school of GPS’ founding 1st grade students. This success would not have been possible without the tireless work of families, students and staff as well as the partnership between GPS and SCUSD.

## **Conclusion**

GPS looks forward to continuing to work in partnership with the District, and other like-minded organizations, to provide a high quality educational option for the students of Sacramento. GPS is committed to working with the District throughout this renewal process and will provide additional information as requested by the District.

Given the above and the additional information included in this Petition, GPS, in accordance with the Charter Schools Act of 1992, hereby petitions the District Board of Education for renewal of the charter term for GPS. Enclosed is a Petition providing clear evidence that GPS has exceeded the charter renewal criteria set forth in Education Code Sections 47607 and 47607.2 and offers a strong educational program. In addition, this Petition and its appendices further demonstrate GPS is operationally as well as fiscally sound and is in compliance with all relevant laws and regulations.

As required by the CSA, this renewal Petition contains a reasonably comprehensive description of each of the 15 elements identified in Education Code Sections 47605(c)(5)(A)-(O). In addition to the required elements, the Petition includes the appropriate assurances along with supplemental materials, referred to as Appendices.

The Charter School has presented the case for continuing GPS' mission and furthering the Charter School's ultimate purpose – ensuring student achievement at and beyond GPS. Accordingly, as shown in the following section, titled Charter Renewal Criteria, GPS has met the renewal criteria in Education Code Section 47607.2(b) for a five year renewal term.

## **CHARTER RENEWAL CRITERIA**

### **EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA PURSUANT TO EDUCATION CODE SECTION 47607.2(b) (MIDDLE PERFORMING).**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. GPS is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to the default renewal standard and is eligible for a five-year term.

Due to the suspension of the Dashboard in 2020 and 2021, as a result of the COVID-19 pandemic, charter schools could not be placed into performance categories as contemplated by AB 1505. Prior to the suspension of the Dashboard, GPS did not serve students in grade levels that completed the CAASPP assessment. Thus, the Dashboard Status (shown as colors on the 2018 and 2019 Dashboard) for academic indicators in 2018 and 2019 were assigned to GPS based on the composite performance of other nearby schools. For 2022, the CDE could only display the most current year of data (also known as Status) on the Dashboard. The 2022 Dashboard used one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue performance colors for schools’ status and change scores in the state indicators.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve

- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts/literacy and Mathematics

Accordingly, GPS fits into the middle performing category, as determined by law and the California Department of Education, is eligible and, as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of five years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of GPS on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the CAASPP ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence, from the assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

GPS documents its performance on the Dashboard and through verified data, in support of approval of its Petition, below:

**DASHBOARD PERFORMANCE**

The following tables display the Charter School’s 2023 Dashboard performance indicators and, for comparison purposes, the performance of the District and the state. GPS’ growth from 2022 to 2023 is analyzed and presented later in this section and further demonstrates how the Charter School achieved improved performance levels on the 2023 Dashboard.

**Schoolwide Dashboard State Indicators, Comparison of 2023 Performance Levels**

Indicator	GPS	SCUSD	California
ELA (academic)	-44.8	-34.8	-13.6
Math (academic)	-64.7	-67.3	-49.1
ELPI (academic)	42.4%	43.2%	48.7%
Chronic Absenteeism (academic engagement)	28.7%	29.2%	24.3%
Suspension Rate	2.1%	6.1%	3.5%

As demonstrated above, GPS outperformed the District and the state for ELA and suspension rate. Notably, GPS’ low suspension rate reflects the strength of the Charter School’s culture and environment, in making students feel safe, respected, and empowered. Although GPS occupies the same performance band as the District for Math, GPS fared better than the



District as measured by DFS. GPS also had a slightly higher degree of schoolwide academic engagement, in comparison to the District, as demonstrated by the respective rates of Chronic Absenteeism.

A snapshot of subgroup performance for ELA, Math, Chronic Absenteeism, and Suspension is included below for reference. Additional tables for these subgroups with comparisons to the District and state are provided below.

### 2023 GPS Subgroup Performance

Subgroup	ELA CAASPP	Math CAASPP	Chronic Absenteeism	Suspension
Schoolwide	-44.8 Yellow	-64.7 Orange	28.7% Yellow	2.1% Green
African American	N/A	N/A	25%*	0%*
Asian	5.5*	-31*	15.8%*	0%*
Hispanic	-69.2 Orange	-76.5 Orange	32.9% Orange	1.4% Green
White	-7.3*	-38.4*	29.2% Orange	4.6% Orange
Two or More Races	N/A	N/A	13.6%*	4.5%*
English Learners	-78*	-79.3*	22.6% Orange	0% Blue
Socioeconomically Disadvantaged	-61 Orange	-81.1 Orange	35.5% Yellow	3.6% Yellow
Students with Disabilities	-112.1*	-143.8*	43.2% Red	6.8% Red

N/A means 10 or fewer students were in the subgroup for the specific indicator, so no data was reported.

\*Means the subgroup had more than 10 but fewer than 30 students, so the subgroup's status is reported on the Dashboard but it is not provided a performance level.

### 2023 Subgroup Performance Comparison: ELA

Indicator	Subgroup	GPS	SCUSD	California
ELA (academic)	Hispanic	-69.2 Orange	-54.6 Orange	-40.2 Orange
	White	-7.3*	21.9 Green	20.8 Green

	<b>Asian*</b>	<b>5.5*</b>	<b>-18.3 Orange</b>	<b>61.8 Blue</b>
	<b>English Learners*</b>	<b>-78*</b>	<b>-84.2 Red</b>	<b>-67.7 Orange</b>
	<b>Socioeconomically Disadvantaged</b>	<b>-61 Orange</b>	<b>-61 Orange</b>	<b>-42.6 Orange</b>
	<b>Students with Disabilities</b>	<b>-112.1*</b>	<b>-111.8 Orange</b>	<b>-96.3 Red</b>

As demonstrated above, when measured by DFS, GPS outperformed the state on ELA for its EL student subgroup. Further, GPS' performance of 78 points below standard represents a significant increase of 21.8 points from 2022. Comparatively, the District's ELA performance for the same subgroup declined by 8.1 points from 2022. Similarly, for Asian students, GPS' ELA performance of 5.5 points above standard far exceeds the District's performance for this subgroup. Additionally, GPS occupies the same performance level as the District and state for Hispanic and Socioeconomically Disadvantaged students and, as measured by DFS, performed on par with the District for Students with Disabilities.

**2023 Subgroup Performance Comparison: Math**

<b>Indicator</b>	<b>Subgroup</b>	<b>GPS</b>	<b>SCUSD</b>	<b>California</b>
<b>Math (academic)</b>	<b>Hispanic</b>	<b>-76.5 Orange</b>	<b>-91.2 Orange</b>	<b>-80.8 Orange</b>
	<b>White*</b>	<b>-38.4</b>	<b>-8.8 Yellow</b>	<b>-11.1 Yellow</b>
	<b>Asian*</b>	<b>-31</b>	<b>-38.5 Orange</b>	<b>50.8 Blue</b>
	<b>English Learners*</b>	<b>-79.3</b>	<b>-106.5 Red</b>	<b>-93.4 Orange</b>
	<b>Socioeconomically Disadvantaged</b>	<b>-81.1 Orange</b>	<b>-93 Yellow</b>	<b>-80.8 Yellow</b>
	<b>Students with Disabilities*</b>	<b>-143.8</b>	<b>-141.4 Orange</b>	<b>-127.3 Orange</b>

GPS' Math performance of 79.3 points below standard for ELs significantly exceeds the District and state's DFS for this same subgroup and also reflects an increase of 6.7 points from 2022. Comparatively, the District's Math performance for ELs declined by 3.9 points from 2022. Additionally, for Socioeconomically Disadvantaged students, GPS' performance of 81.1 points below standard is significantly higher than the District's performance of 93 points below standard. Asian students at GPS also scored higher compared to their peers in the District. Lastly, for Students with Disabilities, GPS' performance is on par with the District.

**2023 Subgroup Performance Comparison: Chronic Absenteeism**

Indicator	Subgroup	GPS	SCUSD	California
<b>Chronic Absenteeism (academic engagement)</b>	<b>African American*</b>	<b>25%*</b>	<b>48.8% Yellow</b>	<b>36.4% Yellow</b>
	<b>Asian*</b>	<b>15.8%*</b>	<b>14.4% Yellow</b>	<b>10.1% Yellow</b>
	<b>Hispanic</b>	<b>32.9% Orange</b>	<b>33.7% Yellow</b>	<b>28.4% Yellow</b>
	<b>White</b>	<b>29.2% Orange</b>	<b>19.8% Yellow</b>	<b>18.5% Yellow</b>
	<b>Two or More Races*</b>	<b>13.6%*</b>	<b>29% Yellow</b>	<b>21.6% Yellow</b>
	<b>English Learners</b>	<b>22.6% Orange</b>	<b>24.4% Yellow</b>	<b>26.3% Yellow</b>
	<b>Socioeconomically Disadvantaged</b>	<b>35.5% Yellow</b>	<b>34.9% Yellow</b>	<b>29.9% Yellow</b>
	<b>Students with Disabilities</b>	<b>43.2% Red</b>	<b>36.9% Yellow</b>	<b>33.1% Yellow</b>

As demonstrated above, the Charter School had lower percentages of Chronic Absenteeism for its African American, and Two or More Races student subgroups than the District and state. For Hispanic students, GPS also had a lower percentage of students who were chronically absent during the 2022-23 school year when compared with the District.

**2023 Subgroup Performance Comparison: Suspension Rate**

Indicator	Subgroup	GPS	SCUSD	California
<b>Suspension (Conditions and Climate)</b>	<b>African American*</b>	<b>0%</b>	<b>15.3% Red</b>	<b>8.8% Red</b>
	<b>Asian*</b>	<b>0%</b>	<b>2.3% Yellow</b>	<b>1.1% Green</b>
	<b>Hispanic</b>	<b>1.4% Green</b>	<b>5.9% Orange</b>	<b>3.8% Orange</b>
	<b>White</b>	<b>4.6% Orange</b>	<b>3.7% Orange</b>	<b>2.9% Yellow</b>

	<b>Two or More Races*</b>	<b>4.5%</b>	<b>6.8% Orange</b>	<b>3.3% Orange</b>
	<b>English Learners</b>	<b>0% Blue</b>	<b>4.3% Orange</b>	<b>3.7% Orange</b>
	<b>Socioeconomically Disadvantaged</b>	<b>3.6% Yellow</b>	<b>7.4% Orange</b>	<b>4.5% Orange</b>
	<b>Students with Disabilities</b>	<b>6.8% Red</b>	<b>9.3% Red</b>	<b>5.9% Orange</b>

Based on the 2023 Dashboard results for suspension, GPS had a lower rate than both the District and the state and, when broken down by subgroup, the Charter School performed better than the state in the status achieved for the following subgroups: African American, Asian, Hispanic, ELs and Students with Disabilities. In addition, GPS outperformed the District in the status achieved for Two or More Races and Students with Disabilities.

In sum, as the above charts demonstrate, GPS was able to increase student academic performance both overall and within specific student subgroups despite the challenges brought on by the pandemic. In addition, almost 60% of GPS students are socioeconomically disadvantaged (“SD”) and nearly 20% qualify as ELs. As noted by the Organisation for Economic Co-operation and Development (“OECD”)<sup>1</sup> and Policy Analysis for California Education (“PACE”)<sup>2</sup> socioeconomically disadvantaged students and ELs struggled more than their more economically advantaged counterparts with at-home distance learning, and they experienced greater learning loss during the pandemic.

**GPS Enrollment - 2022-23\***

<b>Overall</b>	<b>278</b>	
<b>Subgroup</b>	<b>Total</b>	<b>Percentage</b>
Socioeconomically Disadvantaged	162	58.3%
English Learners	52	18.7%
Students with Disabilities	37	13.3%
African American	24	8.6%
Asian	19	6.8%
Hispanic	143	51.4%
Two or More Races	21	7.6%
White	65	23.4%

\*2022-23 enrollment data is used here because these demographics represent the students whose results are shared via the 2023 Dashboard.

GPS students have made impressive progress over the last two school years for which Dashboard data is available at the time of the submission of this Petition. In addition to DFS,

<sup>1</sup> Hanushek and Woessmann, *The Economic Impacts of Learning Loss*, OECD (September 2020).

<sup>2</sup> Pier, Hough, Christian, Bookman, Wilenfeld and Miller, *COVID-19 and the Educational Equity Crisis, Evidence on Learning Loss from the CORE Data Collaborative*, PACE (January 25, 2021).

year over year growth is the second factor that determines Dashboard performance levels. Growth from 2022 to 2023 is examined below and demonstrates how GPS improved students' academic performance.

### 2022 to 2023 Change in Status, Schoolwide Results

	GPS			SCUSD			California		
	2022	2023	Change	2022	2023	Change	2022	2023	Change
<b>ELA</b>	-48.3	-44.8	3.5	-32.9	-34.8	-1.9	-12.2	-13.6	-1.4
<b>Math</b>	-64.2	-64.7	-0.5	-69.4	-67.3	2.1	-51.7	-49.1	2.6
<b>ELPI</b>	50%	42.4%	-7.6%	46%	43.2%	-2.8%	50.3%	48.7%	-1.6%
<b>CA*</b>	38.2%	28.7%	-9.5%	36.9%	29.2%	-7.8%	30%	24.3%	-5.7%
<b>Susp.</b>	2.7%	2.1%	-0.6%	4.9%	6.1%	1.2%	3.1%	3.5%	0.4%

\*CA represents Chronic Absenteeism.

GPS showed improvement in the second year of Dashboard results coming out of the pandemic which coincidentally is also the second year of GPS students generating all of the Charter School's Dashboard results. The Charter School showed an increase in ELA compared to the drop seen for both the District and the state. In Math, GPS maintained its results and the Charter School's DFS remains above the District's. For suspension rate, GPS significantly outperformed the District and outperformed the state by reducing its number of suspensions, whereas the District and state had increases in this area. In comparison to the District and state, GPS saw the largest reduction in Chronic Absenteeism.

### English Language Arts and Math Performance on CAASPP

The CAASPP data provided above demonstrates GPS students achieved measurable increases in academic achievement based on their performance relative to their similarly situated peers. Specifically, insofar as District and state data indicate average performance within a school year or average growth from one year to the next, where GPS outperforms those averages or the year over year growth, the Charter School clearly demonstrates the measurable increases in academic achievement its students have attained.

As shown above, GPS students made more growth on the ELA CAASPP from 2022 to 2023 compared to their peers at the District. In 2023 on the Math CAASPP, students at GPS continued to perform at a higher level compared to their District counterparts.

The CAASPP data shown primarily uses the DFS metric to show performance. This metric is different from the more traditional method of viewing test results, which is the percentage of students scoring at or above grade level (on CAASPP level 3 is considered "Met" or at grade level and level 4 is considered "Exceeded" or above grade level).

DFS measures how far a student is from the grade level standard. A DFS of zero means the student is scoring at the minimum scale score to be considered on grade level. A negative

DFS means the student has not met the standard while a positive DFS puts the student above the minimum score needed to be at grade level.

The Charter School uses the DFS metric for multiple reasons. First, the Dashboard uses DFS when looking at CAASPP. The Dashboard drives accountability for charter schools under AB 1505, as explained above. Using DFS then aligns with how the state is viewing charter school performance. In addition, DFS measures the performance of all tested students and each individual score is weighted equally. This provides schools an incentive to maximize the academic growth and achievement of every student. When looking at the more traditional metric of percent of students at or above grade level, it only takes into account students who performed at or above a certain threshold.

When it comes to student subgroups, GPS truly shines in the significant progress it has achieved for ELs in ELA and math. There were also several instances of student subgroups showing greater improvement compared to their peers in the District and across the state in other indicators, as reflected in the tables below.

**English Learner ELA & Math Indicator Status for GPS, SCUSD, and California  
(2022 Dashboard – 2023 Dashboard)**

	GPS			SCUSD			California		
	2022	2023	Change	2022	2023	Change	2022	2023	Change
<b>ELA, ELs</b>	-97.5	-78	19.5	-76.1	-84.2	-7.9	-61.2	-67.7	-6.5
<b>Math, ELs</b>	-86	-79.3	6.7	-102.6	-106.5	-3.9	-92	-93.4	-1.4

**2022 to 2023 Chronic Absenteeism Change in Status**

	GPS			SCUSD			California		
	2022	2023	Change	2022	2023	Change	2022	2023	Change
<b>Schoolwide / All Students</b>	38.2%	28.7%	-9.5%	36.9%	29.2%	-7.8%	30%	24.3%	-5.7%
<b>African American</b>	40%	25%	-15%	56.7%	48.8%	-7.9%	42.9%	36.4%	-6.5%
<b>Asian</b>	15%	15.8%	0.8%	22.3%	14.4%	-7.9%	11.5%	10.1%	-1.4%
<b>Hispanic</b>	42.6%	32.9%	-9.7%	42.8%	33.7%	-9.1%	35.8%	28.4%	-7.4%
<b>White</b>	40%	29.2%	-10.8%	23.3%	19.8%	-3.5%	21.9%	18.5%	-3.4%
<b>Two or More Races</b>	32.1%	13.6%	-18.5%	36.2%	29%	-7.2%	25.1%	21.6%	-3.5%
<b>English</b>	24.5%	22.6%	-1.9%	33.4%	24.4%	-9%	33.6%	26.3%	-7.3%

<b>Learners</b>									
Socioeconomically Disadvantaged	39.4%	35.5%	-3.9%	44.6%	34.9%	-9.7%	37.4%	29.9%	-7.5%
<b>Students w/ Disabilities</b>	40%	43.2%	3.2%	45.1%	36.9%	-8.2%	39.6%	33.1%	-6.5%

**2022 to 2023 Suspension Change in Status**

	GPS			SCUSD			California		
	2022	2023	Change	2022	2023	Change	2022	2023	Change
<b>Schoolwide / All Students</b>	2.7%	2.1%	-0.6%	4.9%	6.1%	1.2%	3.1%	3.5%	0.4%
<b>African American</b>	10%	0%	-10%	12.5%	15.3%	2.8%	7.9%	8.8%	0.9%
<b>Asian</b>	0%	0%	0%	1.9%	2.3%	0.4%	0.9%	1.1%	0.2%
<b>Hispanic</b>	2.9%	1.4%	-1.5%	4.6%	5.9%	1.3%	3.3%	3.8%	0.5%
<b>White</b>	1.5%	4.6%	3.1%	2.6%	3.7%	1.1%	2.6%	2.9%	0.3%
<b>Two or More Races</b>	0%	4.5%	4.5%	5.9%	6.8%	0.9%	2.9%	3.3%	0.4%
<b>English Learners</b>	0%	0%	0%	3.4%	4.3%	0.9%	3.2%	3.7%	0.5%
Socioeconomically Disadvantaged	4.7%	3.6%	-1.1%	6.1%	7.4%	1.3%	4%	4.5%	0.5%
<b>Students w/ Disabilities</b>	2.8%	6.8%	4%	8.3%	9.3%	1%	5.4%	5.9%	0.5%

**GPS 2018, 2019, 2022 and 2023 Dashboard Local Indicators**

Local Indicator	2018	2019	2022	2023
<b>Basics: Teachers, Instructional Materials, Facilities</b>	Standard Met	Standard Met	Standard Met	Standard Met
<b>Implementation of Academic Standards</b>	Standard Met	Standard Met	Standard Met	Standard Met
<b>Parent and Family Engagement</b>	Standard Met	Standard Met	Standard Met	Standard Met

<b>Local Climate Survey</b>	<b>Standard Met</b>	<b>Standard Met</b>	<b>Standard Met</b>	<b>Standard Met</b>
<b>Access to a Broad Course of Study</b>	<b>Standard Met</b>	<b>Standard Met</b>	<b>Standard Met</b>	<b>Standard Met</b>

As demonstrated above, the Charter School met standards for all local indicators in each of the most recent four years that local indicators were reported on the California Dashboard.

**MEASUREMENTS OF ACADEMIC PERFORMANCE – Verified Data**

At the time of renewal, AB 1505 also requires chartering authorities to review and consider verified data demonstrating the extent that a charter school’s students experienced measurable increases in achievement, as follows:

- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
  - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.
  - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2; the list was supplemented by the SBE in May 2023. From the SBE-approved list of reliable assessments, GPS currently utilizes CAASPP, the English Language Proficiency Assessments for California (“ELPAC”) and the Measures of Academic Progress by Northwest Evaluation Association (“NWEA”) as assessments also qualifying as verified data. The analysis of GPS’ CAASPP and ELPAC results can be found above.

**NWEA MAP data**

Students at GPS complete the NWEA MAP assessment multiple times over the course of the school year. GPS implemented this assessment system over the past three years, providing multiple opportunities to measure student progress. In addition, regular assessments during the school year, coupled with strategically placed staff professional development days, allow GPS teachers and staff to assess student learning, along with the effectiveness of instruction, and then make adjustments prior to the end of the school year. These frequent, during the school year data cycles allow for effective instructional practices to be expanded and students in need of support to be rapidly identified.

In the context of charter renewal, GPS has provided the data below to show student growth in academic achievement over two time frames: Fall, 2023 to Spring, 2024 and the most recent full calendar year of academic instruction, Spring, 2023 to Spring, 2024.



In order to show student growth in alignment with the requirements for verified data, GPS is using NWEA MAP’s conditional growth index (“CGI”). Each time a student takes the assessment, NWEA MAP assigns the student a projected amount of growth, referred to as CGI. This projected growth varies based on the time between assessments and the individual demographics of the student as their growth is compared to a large database showing the results of similar students. A student who achieves exactly the amount of projected growth receives a CGI of zero (0). If a student grows more than the model predicts, their CGI is positive and if growth is below projections the CGI is negative.

According to NWEA, MAP’s publisher, to show an approximate year’s worth of growth, a student needs to achieve a CGI between -0.2 and 0.2. The below results show the schoolwide average CGI for reading and math achieved by GPS students in grades 1-7 for the time frames noted. Some additional highlights for the testing cycle are included below each table. The growth summary reports showing these results are included in Appendix B.

**Schoolwide Average Conditional Growth Index (CGI) for Fall, 2023 to Spring, 2024**

	<b>Reading</b>	<b>Math</b>
<b>Is schoolwide CGI -0.2 or higher?</b>	<b>Yes, -0.2</b>	<b>Yes, 0.3</b>

In addition to GPS’ schoolwide CGI meeting NWEA’s threshold for a year’s progress:

- 4 out of 7 grades achieved a CGI score of -0.2 or greater in Reading between Fall 2023 and Spring 2024
- 4 out of 7 grades achieved a CGI score of -0.2 or greater in Math between Fall 2023 and Spring 2024

GPS experiences cross-year mobility, with students enrolling in grade levels above GPS’ initial entry grades of TK and kindergarten. As a result, GPS’ Spring to Spring results provide more detail on the progress of students who tested over two school years and shows results for students who have been enrolled at GPS for a longer period of time.

**Schoolwide Average Conditional Growth Index (CGI) for Spring, 2023 to Spring, 2024**

	<b>Reading</b>	<b>Math</b>
<b>Is schoolwide CGI -0.2 or higher?</b>	<b>Yes, 0.2</b>	<b>Yes, 1.0</b>

Not only does GPS’ schoolwide average growth for continuously enrolled student meet or exceed NWEA’s threshold for a year’s progress:

- 5 out of 7 grades achieved a CGI -0.2 or greater in Reading
- 5 out of 7 grades achieved a CGI score of -0.2 or greater in Math
- Schoolwide CGI reflected significantly more than one year of growth for all students in Math

As shown, the average CGI for GPS was above -0.2 in both reading and math for both time frames shown. Students, on average, made growth equivalent to one year of learning in

Reading and more than one year of learning in math.

Overall, these results show GPS met the criteria laid out for verified data and GPS “achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.”

\*\*\*

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. **As clearly demonstrated by the evidence above, GPS meets this renewal criterion, and has earned a renewal term of 5 years.**

## **ELEMENT 1: THE EDUCATIONAL PROGRAM**

*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 students to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(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, 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(c)(5)(A)(ii).*

### **STUDENTS TO BE SERVED**

Enrollment at GPS is open to all students within the SCUSD boundaries as well as all students who are interested in attending regardless of residence within the State of California. Reflecting the diversity of culture, language, ethnicity, and ability found in Sacramento, GPS actively recruits students of varying backgrounds and is inclusive of students with a wide range of abilities, including those with special education needs and those who are ELs.

#### **Enrollment Demographics Over Time**

<b>Student Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
African American	15.2%	13.3%	11.4%	8.6%	12%	8.6%	10.6%
Asian	8.9%	8.5%	8.6%	6.2%	8%	6.8%	6%
Hispanic or Latino	33.9%	34.6%	38.6%	30.5%	41%	51.4%	51.1%
White	28.6%	32.4%	31%	18.5%	25.7%	23.4%	20.2%
Two or More Races	13.4%	9.6%	9%	6.2%	8.4%	7.6%	9.9%
English Learners	12.5%	14.9%	16.7%	17.3%	19.7%	18.7%	20.6%
Socioeconomically Disadvantaged	64.3%	59.0%	53.8%	49.4%	55.4%	58.3%	61.3%
Students with Disabilities	8.0%	10.1%	12.4%	8.2%	7.6%	13.3%	11.3%
<b>Total</b>	<b>112</b>	<b>188</b>	<b>210</b>	<b>243</b>	<b>249</b>	<b>278</b>	<b>282</b>

Despite state-wide declines in enrollment during the COVID-19 pandemic, GPS saw steady increases in enrollment through the pandemic and enrollment continues to grow. GPS intends to continue to serve students in transitional kindergarten through eighth grade and projects a maximum enrollment of approximately 350 students. In addition, over the course of the current charter term, GPS has increased the percentage of students served in the following subgroups:

- Hispanic (from 33.9% to 51.1%)

- English Learners (from 12.5% to 20.6%)
- Students with Disabilities (from 8% to 11.3%)

**2023-24 Comparison of Enrollment Demographics**

	African American	Asian	Hispanic/Latino	White	Two or More Races	English Learners	Socio-Economic Disadv.	Students with Disabilities
GPS	10.6%	6%	51.1%	20.2%	9.9%	20.6%	61.3%	11.3%
SCUSD	12.7%	17%	41.8%	16.3%	8%	19.7%	70.5%	15.9%
County	9.9%	17.9%	32.3%	26.7%	8.3%	18%	62.1%	13.6%
State	4.9%	9.9%	56.1%	20.3%	4.6%	18.4%	62.7%	13.7%

GPS served 283 students in grades TK-7 in the 2023-24 school year and will be fully grown out by adding 8th grade in 2024-25 with the projected enrollment numbers below:

Grade	TK	K	1	2	3	4	5	6	7	8	Total
Enrollment	20	42	40	45	35	37	30	30	25	17	321

**COMMUNITY NEED**

As described in GPS’ initial charter petition from 2016, located in Appendix D, prior to opening the Charter School, GPS’ founders determined there was a need for an innovative school in the Rosemont area of the District. This determination came as the result of more than a year of sharing plans for GPS in over 200 individual meetings, as well as many more community events throughout the neighborhoods where the Charter School intended to locate. Since those initial conversations, almost a decade ago, nearly 300 students and their families, as well as the Charter School’s staff, have benefitted from GPS offering the Rosemont community an option meeting the expressed demand for an innovative education program.

GPS addresses multiple goals in the District’s current 2021-2024 LCAP and will look to the 2024-2027 LCAP for continued areas of alignment. Some of the District’s current LCAP goals that GPS is aligned to include: Provide high quality and engaging instruction; support student social-emotional, mental and physical health; maintain safe learning environments and dismantle inequities; provide students with multi-tiered systems of support; maintain safe and clean environments and sufficient supplies, and; provide individualized support to special education students.

As the Charter School enters its second term serving students and families, there continues to be a need for diverse, community-based schools centered on preparing students to be problem solvers, innovators, and agents of change ready to solve difficult problems as part of a diverse and connected community. GPS is honored to be one of many schools across the District and Sacramento meeting this need.

**AN EDUCATED PERSON IN THE 21ST CENTURY**

GPS will undertake the immense and vital responsibility of developing the knowledge, skills, and mindsets necessary for its students to achieve academic, personal, and professional success in the 21st century. The necessary knowledge, skills, and mindsets include:

- strong knowledge of academic content
- problem solving capability
- creativity and the ability to work with multiple ways of representation
- motivation to learn, intellectual independence, and ability to self-educate
- communication skills (oral, written, teamwork, and interpersonal)
- global awareness, vision, a sense of human responsibility and ethics

GPS supports the clear balance of intellectual knowledge, creative and personal ability, and broader understanding of the world as the basis for a solid 21st century education. The Charter School's curriculum supports this balance through its detailed alignment with Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), the History-Social Science Framework, the English Language Development Standards ("ELD"), and additional State Content Standards (collectively, "State Standards"), as well as an engaging social emotional learning program that includes art, music, and physical education courses that provide for well-balanced student development. GPS begins to develop these competencies in the earliest grades and expand on them in the upper grades. Collectively, these components prepare students for success in high school and beyond, and in their personal lives as productive members of society in the 21st century.

GPS provides this level of education – one where students are pushed to think beyond the simple answer to a problem, asked to understand the reasons why they came to their answer and to defend their ideas while remaining open to others. This level of critical thinking is the hallmark to what an exceptional student of this century will be able to do in any context.

***It is the Charter School's objective to enable students to become self-motivated, competent, and lifelong learners.***

## **PROGRAM DESCRIPTION**

### **Strong Balance of Rigorous Academics and Personal Development through Social Emotional Learning**

The Charter School's educational philosophy includes the belief that rigorous academics and college preparation are only one piece of a quality education. GPS believes **learning best occurs** when: students have authentic, rigorous learning opportunities that allow them to be creative and open-minded; learning opportunities are rooted in real-world, hands-on experiences; the learning environment is safe, supportive, and learner-centered; teachers understand and embrace each student's differences and empower them to find joy in their own learning; students are not passive recipients of information, but rather are asked to think for themselves and take responsibility for their actions and learning.

The Charter School's program supports both progress and mastery in student achievement. The intent for students to show growth and improvement in their learning, as well as mastery of grade level standards and content. All students work towards grade level proficiency at GPS. However, the journey towards proficiency is different for all students, based on their individual needs, interests, and goals. GPS' program supports students on their individual journeys towards their goals.

The GPS educational program balances a focus on rigorous academics, as well as a focus on students' personal development. This personal development is shown in the form of relationship building, emotional learning, conflict resolution, and other qualities often thought of as "soft skills"—determination, adaptability, integrity, optimism. This social and emotional development is just as important as academic growth. The Charter School's model is designed to support students in the growth and progress in each of these key components to a well-rounded, progress-focused learning experience for students.

The key elements that contribute to a balanced educational model include:

- Project Based Learning
- Foundational Skills Learning
- Social Emotional Learning

It is the Charter School's objective to enable students to become self-motivated, competent, and lifelong learners.

### **Deeper, Authentic and Relevant Learning through Project Based Learning**

The Charter School's project based learning program allows students to look at complex problems and ask difficult questions, which supports their development of lifelong problem solving skills. Project Based Learning ("PBL") is a key component of a competency based learning progression and of 21st Century learning. In order to be best prepared for a 21st Century world, students need opportunities for deeper, more engaging, authentic, and relevant learning that require them to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. PBL is inquiry based around a central question, results in students engaging in authentic learning that is relevant to real world experiences, and results in a product.

### **Rigorous, Standards and Competency Based Foundational Skills Learning**

Foundational skills instruction is focused on reading, math, and writing competency within a specific grade level, according to the State Standards, based on a student's individual learning needs. This allows for students to be provided reading, math, and writing instruction at both their grade level and their individual, or "just right," level of learning. Competency based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

### **Social-Emotional Learning**

To be successful in a 21st century world, GPS believes students must not only have strong academic skills, but that they must be fully developed human beings as well. GPS believes this development best occurs in a caring culture that is rigorous, joyful, and fun, and an explicit social emotional education can support this development in students. Social Emotional Learning ("SEL") is critical to GPS' school culture and learning program. Through SEL, students are taught to understand their emotions, build relationships, resolve conflict, and develop grit.

## **CURRICULUM DESCRIPTION**

GPS' curriculum supports both a balanced educational model of rigorous academics and personal development through social emotional learning, as well as the focus on both progress

and mastery in student achievement. The Charter School’s intent is to see students show growth and improvement in their learning, as well as mastery of grade level standards and content, and balance this academic focus with deep social emotional learning and practices. The curriculum is driven by clear content and performance standards for what students should know and be able to do by the end of each grade level, and all students work towards grade level proficiency at GPS. Because the journey towards proficiency is different for all students, based on their individual needs, interests, and goals, the curriculum also supports students as they work towards their individual goals.

All current curriculum materials are aligned to the State Standards and what materials should be taught to and mastered by students for each grade level in each of the four core subjects: ELA, Math, Social Studies, and Science. The curriculum also addresses the Charter School’s emphasis on social-emotional learning, as well as non-core content areas, such as visual and performing arts, and physical education. GPS’ current curriculum is included below.

**English Language Arts**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Expeditionary Learning Education
Supplementary Materials	Lexia Core 5 Reading A to Z IXL

**Math**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning
K-8	Illustrative Mathematics (IM)
Supplementary Materials	IXL

**Social Studies and History**

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	Expeditionary Learning Education (embedded within ELA content)
4-8	Expeditionary Learning Education (embedded within ELA content)

Supplementary Materials	IXL
-------------------------	-----

## Science

<i>Grade Levels</i>	<i>Adopted Curriculum</i>
TK	Connect 4 Learning (embedded within ELA content)
K-3	Expeditionary Learning Education (embedded within ELA content)
4-8	Expeditionary Learning Education (embedded within ELA content)
Supplementary Materials	IXL

## Social Emotional Learning

GPS' SEL program is called Powered by Compass. It is a framework for comprehensive human development. GPS is a certified partner school of the PBC model, which is based out of Valor Collegiate Academy in Nashville, Tennessee. The PBC model is grounded in the foundational elements of being a human: mind, body, heart, and spirit. The program supports intentional development of the key disciplines, habits, and mindsets that support excellence in mind, body, heart, and spirit. Additional information on the PBC model is available in Appendix 1.

## Non-Academic Courses: Art, Music, Physical Education

GPS is committed to a well-rounded student educational experience. GPS provides art, music, and physical education courses to support the comprehensive development of students. The Charter School is proud to offer this range of enrichment courses for students in all grades. The art and music courses culminate in the creation of a 'capstone' project – an art showcase, or a musical performance or play, for example.

### Art & Music

The art program curriculum is aligned to both California and national standards for visual arts, and is built upon guiding principles that support students to make, appreciate, understand, and express art; foster a growth mindset as it pertains to art; use art to write their own story; and explore history, culture and literacy through art.

The music program curriculum is aligned to both California and national standards for performing arts. The program is built on guiding principles that support students to play and make music, build centered behaviors around music, build auditory skills, engage in history and culture through music, and explore different kinds of music and musical experiences to find personal connections in the world of music.

Beginning in the middle grades (6th-8th), students select an elective course each semester. Elective courses give students the opportunity to explore a more specific area within art and/or music beyond the general music and art education courses that are offered for all students.



Examples of some electives offered include: Literary Magazine, Art and Commerce, Introduction to Piano, and Choir Ensemble.

### Physical Education

GPS' Physical Education ("PE") program focuses on students developing a healthy lifestyle, motor skills, movement knowledge, and social & personal skills. In their physical education courses, students develop a variety of basic movement and manipulative skills which they use regularly in cooperative games and sports experiences.

### Technology

GPS has built a strong technology infrastructure to support students in their academic pursuits. There is a 1:1 student to technology ratio in all grades, kindergarten through eight. Students use computers daily to promote meaningful learning, including individual classwork and assignments, group projects, and research.

All students have opportunities to use a variety of technologies to support their work on authentic tasks. Students in grades four and up are expected and supported to type assignments and to utilize their school-issued email address to communicate with teachers.

Technology is a key component of the Charter School's instructional program in the following ways:

- *Online Curricula Components:* In all grades, students use online programs as key components to support their core instruction. Programs such as Lexia, EPIC, and IXL are utilized strategically for independent review and to practice key skills both in class and at home.
- *Assessments:* Students in grades first through eighth take interim assessments three times each year in both ELA and Math via the NWEA assessment system. Students also use their grade level specific math and ELA curriculums' online platforms to take end of unit assessments throughout the year.
- *Technology Resources:* Every classroom and learning space also has a projector and screen or whiteboard, allowing teachers and students to share student work, written projects, and other learning materials with ease.

Laptop computers are issued to every staff member, wireless internet is available campuswide, and GPS utilizes a computerized gradebook, attendance program, and parent communication system. All teachers participate in professional development to build proficiency with Google Suite and the online curricula components specific to their grade-level.

## **ACADEMIC CALENDAR, DAILY SCHEDULE, AND INSTRUCTIONAL MINUTES**

The Charter School shall offer at least the number of annual instructional minutes and annual instructional days required for charter schools. As shown below, GPS well exceeds annual instructional minutes requirements as follows: by 19,290 for TK and K; by 12,675 for grades 1-2; and by 9,075 for grades 3-8. Cumulatively, a student enrolled at GPS for ten years (TK-8th grade), would receive over 118,000 instructional minutes beyond what is required by the state, using the current bell schedule. This is more than two additional years of instructional time for GPS students and provides the Charter School with the opportunity to offer a robust academic program while prioritizing social-emotional learning, as described above. A sample daily

schedule and annual calendar are available in Appendix 1.

### **Instructional Minutes**

	2023-24	Required Minutes	Difference
Instructional Minutes (TK and K)	55,290	36,000	19,290
Instructional Minutes (Grades 1-2)	63,075	50,400	12,675
Instructional Minutes (Grades 3-8)	63,075	54,000	9,075

## **SUPPORTING ALL STUDENTS**

### **Support for students who are achieving above grade level**

GPS is committed to meeting the needs of all students, including those achieving above grade level. High achieving students are supported to not just master, but to exceed grade level standards through enrichment and challenge activities. High performing students are identified through diagnostic assessments, interim assessments, as well as performance on assessments such as the CAASPP.

Because GPS' instructional program includes project based learning, students achieving above grade level can be effectively served at the Charter School. The project-based curriculum incorporates interdisciplinary units and final cumulative projects, and these carefully crafted components of the curriculum provide challenges for students who are academically prepared for content above their grade level. The units and projects allow high performing students to go deep into a topic until they are challenged, providing a natural source of differentiation. GPS' focus on learner-driven education allows the Charter School to give students the opportunity to move ahead in the material if they have the ability to do so. This keeps both high achieving and low achieving students equally engaged in their own learning.

In addition, high achieving students have opportunities to complete enrichment and challenge activities aligned to the curriculum. Some examples of these opportunities include student leadership, peer tutoring, and clubs. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the student's family and the Charter School.

### **Support for students who are achieving below grade level**

GPS has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. GPS has a comprehensive assessment system designed to track and monitor student growth. This includes both summative and formative assessments (often daily) that track student growth and mastery of grade level content. Teachers use the data from these assessments to inform their overall planning, including differentiating the content and instruction for specific children, and developing strategic small group lessons to accelerate their growth.

### At-Promise Identification

Students at GPS are considered to be struggling and at promise if their ongoing assessment results indicate a lack of skills mastery and/or lack of growth in the core grade level content. In order to best serve the Charter School's struggling students, GPS identifies them quickly and reliably. GPS uses MTSS to identify struggling and at-promise students.

### Multi-Tiered System of Supports

MTSS is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS takes a proactive approach to identifying students with academic or behavioral needs. The system provides a method of early identification and intervention that can help struggling students catch up with their peers. MTSS uses three tiers of support to assist all students at various levels:

- Tier 1- Universal or Primary- Majority of students (75-90%): high quality core instruction and basic interventions that meets the needs of most students.
- Tier 2- Secondary- Small groups of students (10-25%): evidence-based intervention(s) of moderate intensity that allow students to work toward catching up with their peers.
- Tier 3- Tertiary- Individual students (<10%): individualized intervention(s) of increased intensity for students with significant challenges who do not respond to primary or secondary prevention.

During grade level team meetings, teachers discuss and share data on their students who are struggling academically or behaviorally. Students who are either far below grade level and not meeting mastery, or are in danger of not meeting mastery, in one or more academic subject areas, or are having consistent behavior challenges, are identified as needing additional, targeted support and interventions in order to be successful in the classroom.

### Interventions

GPS' educational program is designed to support all students in meeting mastery of grade level skills or content. The program includes specific, practices that are incorporated into the model in support of all students:

- Data driven instruction
- Extended school day, including before and after school programming
- Daily instructional block for review and remediation of content
- Flexible grouping based on regularly collected formal and informal data to provide differentiated support for students
- Certificated teachers provide targeted reading and math support for students
- Small group literacy intervention groups for TK-3 students in need of additional support
- Students have access to individual and small group tutoring after school with community partners and volunteers.
- Mentoring
- Professional development for teachers and staff
- Student Success Team

### Student Success Team

The Student Success Team ("SST") is a general education function where a school-site team, typically consisting of the student's parents, teachers, a school administrator, and other relevant school personnel, collaborate to develop a plan to support a student in areas of concern. The

SST is open to any participant (e.g., social worker, medical professional, counselor etc.) who may have relevant information around the student's strengths, concerns, and strategies that may have been implemented in the past. An SST referral or request may be made by a parent, teacher, or administrator when the student has not responded to previous interventions or where there are urgent concerns.

The SST's purpose is to identify areas of concern that are interfering with the student's success in academic behavior or social-emotional, attendance or health. The SST reviews the concerns, plans strategies, and develops a clear plan of action to address the student's needs. The SST may recommend accommodations or request intervention support from schoolwide or specialized staff. The SST strives to develop a plan that meets the student's needs within the general education setting. When a more significant concern exists and there is a suspected disability, the student will be referred for a 504 Plan or special education evaluation.

## **Support for Students Who Are English Learners**

### Demonstrated Understanding of the English Learner Population

Over the past two years, approximately 20% of GPS students are English Learners. The majority of ELs at GPS are native U.S.-born. Less than 2% of ELs enrolled at GPS are long-term English Learners in grade 4 or higher.

It is imperative to the mission of the Charter School that ELs achieve at the same level as any other subgroup. The data illustrate ELs at GPS consistently perform at levels higher than the state and District average. GPS will meet all applicable legal requirements for ELs including long-term English Learners ("LTELs") or ELs at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### Identifying & Meeting the Needs of English Learners

GPS will serve its ELs in accordance with all applicable federal laws and regulations and in compliance with California state law.

The instructional staff of GPS will adhere to the following plan with ELs:

- Upon a student's initial enrollment at a California public school they will receive a home-language survey of languages spoken in the home.
- Students whose dominant language is not English will take the English Language Proficiency Assessments for California.
- GPS will report the number of ELs attending the Charter School to the District and the state.
- Educational programs will be responsive to EL's specific needs and in compliance with state and federal guidelines.
- GPS will adjust this plan as needed, in the best interest of each student's achievement.

The primary objective for all services delivered to ELs at GPS is to provide a structured support system to help students gain English proficiency. GPS wants all students to gain full access to

the curriculum as soon as possible and will adopt the best and most proven strategies to help them do so. The curriculum and support provided to these students will be selected based on evidence-based research which has been proven to lead to acquisition of grade-level proficient English and achievement on the state-adopted academic content standards in English within a reasonable time.

Because a variety of languages may potentially be spoken at the Charter School as a result of the rich diversity of the area, GPS will not specifically target any one language in the curricular program. Instead, the Charter School will respect the home language of all students and appreciate the strong heritages from which they originated. To reach the goal of strong English proficiency, GPS will provide a developmentally appropriate approach to English.

### Identification of Limited Proficiency Students

#### *Home Language Survey*

Upon the student's initial enrollment at a California public school, families complete a home language survey ("HLS"). Home Language Survey questions include:

1. What language did your child first learn to speak?
2. What language does your child use the most at home?
3. What language do you use most frequently to speak to your child?
4. What is the language most often spoken by adults in the home?

GPS staff review the results of the HLS to determine a student status either as follows:

1. English Only ("EO"). If the answers to the first four questions on the HLS are "English" the student will be categorized as English Only; or
2. To Be Determined ("TBD") If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language. From this data, the student will be assessed to measure their level of English proficiency.

Parents may amend their response to the HLS at any time. If the student has already been administered the Initial ELPAC, changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to administration of the ELPAC Initial Assessment ("IA"), GPS will honor the changes made.

If a student transfers to GPS from another school, staff will contact the previous school for student records and check the student language status on the California Longitudinal Pupil Achievement Data System ("CALPADS"). In reviewing both sources, GPS will follow state protocol in notifying parents and coordinating for students to take the appropriate state assessments.

### ELPAC

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

The ELPAC consists of two separate assessments:

*Initial Assessment (“IA”)*

The ELPAC IA is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the HLS. Students with a “TBD” determination after HLS review are assessed on their English language proficiency level with the Initial Assessment. The IA is given to students in grades K-12 whose primary language is not English and who have not yet taken any previous state English language tests and have not yet been classified as ELs.

The IA testing window will be year-round (July 1 – June 30). For any student whose primary language is other than English as determined by the HLS and who has not been previously identified as an EL by a California public school or for whom there is no record of results from an administration of an English language proficiency test, administration of the IA occurs within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. The IA is scored by the school site. The locally scored IA will be the official score. Based on the student’s overall initial performance, they may be classified as:

1. An English Learner – the student must be annually assessed with a Summative Assessment until the student meets eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (“RFEP”); or
2. An Initially Fluent English Proficient (“IFEP”)

*Summative Assessment (“SA”)*

All currently enrolled students with “EL” designation take the Summative Assessment every spring between February 1 and May 31 until they are reclassified as fluent English proficient. The Summative Assessment is only given to students who have previously been identified as an EL based upon the IA results, in order to assess how well an EL is progressing toward mastery of the English language in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

The ELPAC assessment includes all four language domains: Listening, Speaking, Reading, and Writing. Overall scaled scores fall within levels one through four. These four ELPAC performance levels are aligned with the California ELD Standards.

Both the ELPAC IA and SA are assessments administered in seven grade spans – K, 1, 2, 3-5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA are administered via a computer-based platform for all domains except the Writing Domain for kindergarten through 2nd grade, which is administered as a paper-pencil test.

Testing times vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

GPS will notify all parents of the Charter School’s responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to

fulfill the requirements under the Every Student Succeeds Act (“ESSA”) for annual English proficiency testing.

Approach to Helping English Learners Fulfill Expectations of the Core Educational Program

In alignment with the principles of the California English Learner Roadmap, GPS will educate ELs through both integrated ELD and designated ELD. GPS students will have opportunities to develop the English language while they build content knowledge. Just as ELA instruction aligns with the recent shifts, so too does GPS’ approach to ELD.

- **Integrated ELD:** Teachers integrate ELD across their content area, using the ELD standards alongside their content standards. Teachers provide appropriate scaffolding as ELs engage with the core curriculum’s complex texts and in challenging learning tasks. Students are given the support needed to move them toward independence as they develop both the content knowledge and academic English.
- **Designated ELD:** As needed, ELs also have protected time during the school day for designated ELD instruction, with the ELD standards at the center. This protected time, 30 minutes daily, is built into the school’s bell schedule for each grade-level, kindergarten through grade eight. The focus is on students’ proficiency with academic English and literacy in the content areas. Students have many opportunities to communicate using English, including listening, and speaking. The instruction is centered around identifying the language of texts and tasks that support students’ understanding of meaning.

As published in the ELD Standards Publication from the California Department of Education, the Proficiency Level Descriptors (“PLDs”) below provide an overview of the stages of English language development through which ELs are expected to progress as they gain increasing proficiency in the English language. The descriptors provide teachers a guide in curriculum planning and instructional delivery for ELs during designated and integrated English language development instruction.

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade-level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding to develop both content knowledge and English.

All teachers receive training and support in the following instructional strategies:

<i>Instructional Strategy</i>	<i>Description</i>
-------------------------------	--------------------

The Frayer Model	Students build their understanding of academic vocabulary and concepts to support their comprehension of text, improve their writing, engage in collaborative conversations about academic topics, and make oral presentations
Sentence Deconstruction	Students analyze the components and parts of a sentence to help understand the meaning
Sentence Patterning	Students write complete sentences about an academic topic of study by manipulating parts of speech
Sentence Unpacking	Students unpack and discuss the meaning of long or complex sentences
Academic Conversations (Using Zwier's Five Core Conversation Skills)	Students engage in purposeful, sustained academic conversations about school topics
Close Reading	Guides students' understanding of a complex text, building their habits of inquiry and investigation
Collaborative Retell	Students retell stories read aloud or independently read in sequence
Collaborative Summarizing	Students independently and collaboratively summarize the main idea of sections of a text
Repeated Interactive Read Aloud	Students listen and speak about a particular text throughout a read-aloud using evidence to support their ideas.
Text Reconstruction	Students note key words and phrases in a text, taking notes and recreating the text (with a partner)

In addition, through individual work with their instructional coach, and collaboration with their content team, teachers receive regular feedback and engage in self-reflection on their ELD practice. The ongoing professional development focuses on two key questions: *What does an integrated ELD classroom look and sound like? What does a designated ELD lesson look and sound like?* Teachers and coaches set individual goals to support teacher development in ELD, utilizing the professional learning best practices that are evident throughout GPS' program:

- Collaborative video analysis
- Collaborative planning (content team)
- Peer observations
- Co-planning (teacher, coach)
- Demonstration lessons
- Observation feedback (at weekly coaching meetings)

Teachers and instructional leaders use annual, external achievement data delineating EL students' status and recent performance on state assessments. In addition, internal benchmark results (NWEA Map interim assessments in ELA and math) are reviewed. Teachers use this data, in conjunction with qualitative data, to analyze EL student needs and plan grouping and instruction.



## Redesignation Process and Reclassification Criteria

Reclassification policies and procedures are based on the four criteria set forth in the State Board of Education's Reclassification Guidelines. The following criteria reflect GPS' reclassification procedures per CDE's guidance. The procedure utilizes multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

### **1. Assessment of English Language Proficiency**

- a. Students in grades kindergarten through second must score a "4" (Well Developed) in four out of four areas (Reading, Writing, Listening, and Speaking) of the ELPAC assessment.
- b. Students in grades three through eight must score a "4" (Well Developed) in three out of four areas (Reading, Writing, Listening, or Speaking) of the ELPAC assessment.

### **2. Comparison of Performance of Basic Skills**

- a. A comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- b. Students in grades kindergarten through second may be considered for reclassification if they score on grade-level on the Strategic Teaching and Evaluation of Progress assessment.
- c. Students in grades three through eight may be considered for reclassification if they make consistent progress on CAASPP in English Language Arts and score a minimum of level 3 on their most recent ELA SBAC assessment.

### **3. Teacher Evaluation**

- a. Teachers for students in grades K-8 review student academic performance – utilizing unit assessments, exit tickets, report card grades for English Language Arts – in order to evaluate the student's curriculum mastery.

### **4. Parental Opinion and Consultation**

- a. GPS provides notice to parents/guardians of the language reclassification and placement, including a description of the reclassification process and the parent's/guardian's right to participate in the reclassification process and GPS encourages them to do so.
- b. GPS provides an opportunity for an in-person meeting with the parents/guardians to seek their opinion and discuss the reclassification recommendation.

## Reclassification

- Students who meet the above four criteria will be Reclassified as Fluent English Proficient ("RFEP").
- Parents/guardians will be notified of the reclassification status of their student.
- School records will be updated.
- Reclassified students will be continuously monitored for up to four (4) years by the instructional leadership team and the student's homeroom teacher to ensure they are

making adequate progress. Students will be provided with interventions as needed.

### Monitoring and Evaluation of Program Effectiveness

In alignment with the state, the Charter School wants to ensure ELs acquire full proficiency in English as rapidly and effectively as possible, and they achieve the same rigorous grade level academic standards that are expected of all students.

Through well-designed ELD instruction, ongoing professional development, and consistent progress-monitoring, EL students at GPS, on average, score higher on the ELA CAASPP than the District average.

Specifically, ongoing proficiency development will be assessed through the following goals:

- EL students will be proficient in English within three years.
- EL students are proficient in English Language Arts by demonstrating “standard met” or “standard exceeded” levels of performance on the CAASPP.
- EL students make strong academic growth on all standardized and benchmark exams.
- EL students demonstrate increased oral fluency, as measured by the classroom teacher.
- EL students advance in grade level at the end of each academic year, providing evidence of mastery of content in the four core subjects.

Should a student at GPS not make the progress expected, that student’s academic plan will be adjusted as needed to better suit the individual needs of the student.

The Charter School evaluates the effectiveness of its education program for ELs by:

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

GPS will adhere to all state and federal recommendations and guidelines pursuant to ELs.

### ELs with Disabilities

ELs with disabilities who take the ELPAC will have access to the universal tools, designated supports, and accommodations permitted by CDE.

Students with special needs who are unable to meet the reclassification criteria as a result of their disability may be recommended by the Individualized Education Program (“IEP”) team for reclassification based on alternative criteria.

If determined to be appropriate by the IEP team, ELs may be assessed with an alternate assessment to the ELPAC to determine English proficiency levels. When the IEP team determines an EL with an IEP under such circumstances would benefit from EL reclassification, the ELPAC assessment can be substituted for an alternative reclassification process. This process consists of:

1. Gathering basic student information
2. Considering factors such as: three years of ELPAC scores, most recent statewide assessment results, and identified disabilities
3. Review of student cumulative records and their special education file, including most recent standardized testing results (e.g. Wechsler Individual Achievement Test, Clinical Evaluation of Language Fundamentals, etc.)
4. Parent input / recommendation
5. IEP team input / recommendation

Through this process, the IEP team determines if the primary reason why the student does not meet reclassification criteria is due to the disability or limited English proficiency. This alternative reclassification process may be appropriate for a relatively small number of students.

### **Support for Students with Disabilities**

GPS is a tuition-free public school that offers a high-quality education to all students, including those with identified special needs. The Charter School will provide students with disabilities a Free Appropriate Public Education (“FAPE”) within the Least Restrictive Environment (“LRE”). In doing so, GPS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School is its own local educational agency (“LEA”) for the purposes of special education, and is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

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

### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure 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 the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, will have a copy of each student's 504 Plan. The site administrator will ensure teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher 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.

### Special Education Program Description

The special education program at GPS is currently led by a Special Education Coordinator. The Coordinator is directly responsible for ensuring the Charter School is in compliance with all applicable special education laws and requirements.

Experienced and credentialed special education teachers will be employed to ensure the unique needs and learning styles of all students are being met. Whenever possible, GPS will educate all students within the regular education classroom, unless the nature of the disability requires a student's removal. In exceptional circumstances, when it is critical to a student's academic progress, the Charter School may utilize pull-out services to aid the student's academic

success. Education Specialists will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the Special Education Coordinator, Special Education teachers and/or the Principal on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Programs. As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by GPS certified staff or specially contracted expert professionals) for those with special needs.

### *Special Education Services*

The Charter School will provide a free and appropriate education in the least restrictive environment to each student eligible under the IDEA as well as in accordance with Education Code requirements, and applicable policies, practices, and forms of the El Dorado County Charter SELPA.

### *Staffing*

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

GPS staff shall participate in the SELPA in-service training relating to special education.

### *Identification and Referral*

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

The Charter School will participate in a comprehensive "child find" system to identify students who may require assessment to consider special education eligibility as well as special education and related services in the case that general education interventions do not provide a FAPE to the student in question. The Charter School anticipates these systems will include various policies and practices, including, but not limited to the following:

- Collection of comprehensive data on enrollment forms
- Post-enrollment intake practices that identify students with exceptional needs to help ensure the Charter School is aware of all students who have identified special needs
- Maintain relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion
- Develop and train Charter School staff to ensure an understanding of techniques used to identify students who may have exceptional needs

- Regularly review assessment data, including but not limited to benchmark assessments and state-mandated assessments, to identify students who fall below academic expectations and may be in need of additional supports or services
- Any and all requirements of the SELPA policies and procedures

GPS, where applicable, will contact the previous school or school district about students who are newly enrolled at the Charter School and ensure GPS receives an active IEP from the student's previous school in a timely manner. Similarly, GPS will notify the student's district of residence when a student with an IEP leaves the Charter School. These processes will occur via mailed notices, electronic mail and phone calls to each district's special education director or designated point of contact as needed.

Students within the Charter School program may be referred for assessment to identify special needs.

If pre-referral strategies through GPS' MTSS process and/or Student Success Team are unsuccessful, the student is not progressing academically, and classroom teachers, or parents/guardians believe a disability may exist, the student will be referred, by the assigned team in writing, for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any certificated employee of GPS or parents/guardians.

Referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be given to the student's parents.

The GPS Special Education Coordinator will convene a meeting with the student's parents/guardians to discuss the option of appropriate testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. GPS will then conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Special Education Coordinator, an administrator, general education teacher, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed. All IEPs will be evaluated and revised as needed at least annually.

### *Assessments*

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

### *IEP Meetings*

The Charter School shall arrange and notify team members of necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall

be responsible for having the following individuals in attendance at the IEP meetings: the student's parent or guardian; the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's case manager; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

#### *IEP Development*

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

#### *IEP Implementation*

The Charter School shall be responsible for all school site implementation of the IEP. The Charter School shall provide parents with reports on the student's progress at the frequency indicated in the student's IEP, and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

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

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the student 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 the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the student with a free appropriate public

education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

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

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

#### *Non-Discrimination*

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

#### *Parent/Guardian Concerns and Complaints*

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint using Uniform Complaint Procedures ("UCP").

#### *Due Process Hearing*

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

#### *SELPA Representation*

The Charter School shall represent itself at SELPA meetings.

#### *Funding*

The Charter School understands that it is subject to the allocation plan of the El Dorado County Charter SELPA.

#### *Accommodation Strategies to Ensure Effective Teaching and Learning of Special Education*

Techniques in which general education teachers receive training to assist students with disabilities may include, but not necessarily be limited to, the following:

- Check for understanding by having students repeat or rephrase directions.
- Reduced the course load for students with learning disabilities as discussed in their individual IEP.
- Provide clear photocopies of notes if the student benefits from such strategies.



- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Provide a detailed course syllabus before class begins.
- Ask questions in a way that helps the student gain confidence.
- Keep oral instructions logical and concise. Reinforce them with a brief cue word.
- Repeat or re-word complicated directions.
- Frequently verbalize what is being written on the whiteboard.
- Eliminate classroom distractions such as excessive noise, flickering lights, etc.
- Seat students near a peer model.
- Seat students in the front of the classroom, or closest to where instruction is being given.
- Outline class presentations on the whiteboard or on a projected slide deck.
- Outline material to be covered during each class period unit. (At the end of class, summarize the important segments of each presentation.)
- Give assignments both in written and oral form.
- Have practice exercises available for lessons.
- Have students with learning disabilities underline key words or directions on activity sheets (then review the sheets with them).
- Pace instruction carefully to ensure clarity.
- Present new and or technical vocabulary on the whiteboard or slide deck.
- Provide and teach memory associations (mnemonic strategies).
- Support one modality of presentation by following it with instruction and then use another modality.
- Talk distinctly and at a rate that the student with a learning disability can follow.
- Technical content should be presented in small incremental steps.
- Use plenty of examples, oral or otherwise, to make topics more applied.
- Use straightforward instructions with step-by-step unambiguous terms. (Preferably, presented one at a time).
- Write legibly, use large type; do not clutter the blackboard/whiteboard with non-current / non-relevant information.
- Use props to make narrative situations more vivid and clear.
- Assist the student, if necessary, in borrowing classmates' notes.
- Clearly label equipment, tools, and materials. Color code them for enhanced visual recognition.
- Consider alternate activities/exercises that can be utilized with less difficulty for the student but have the same or similar learning objectives.
- Announce readings and assignments well in advance.
- Offer to read written material aloud, when necessary.
- Read aloud material that is written or projected on the board.
- Suggest that the students use both visual and auditory senses when reading the text.
- Spend more time on building background for the reading selections and creating a mental scheme for the organization of the text.
- Encourage students to practice using technical words in exchanges among peers.
- Utilize small group instruction
- Use of graphic organizers for writing assignments
- Use of sentence frames for students who need support in writing
- Pre-teach or preview learning objectives for the day
- Provide extended time for students to answer verbally
- Avoid interrupting students when they are providing verbal responses.
- Review key foundational skills for upcoming grade level standards prior to lesson.
- Integrate kinesthetic materials where possible

### *Alignment with Core Educational Program, Evidence of High Expectations for Special Education Students*

GPS includes all students with special needs in the general education program to the greatest extent possible. The Charter School staffs its program such that Education Specialists and assigned support staff push-in to core ELA and Math classes to provide specialized academic instruction in the general education setting.

Special education students utilize the same core curricula and take the same assessments as their general education peers unless otherwise indicated in the student's IEP.

Special education staff participate in content team meetings and regular weekly collaboration with general education teachers. This ensures they have a deep understanding of the core curricula and grade-level standards to make the applicable modifications and accommodations according to the student's IEP.

### *SELPA Membership*

GPS is a member of the El Dorado County Charter SELPA and is an independent Local Education Agency for the purposes of special education to ensure a free and appropriate education is provided to all students with exceptional needs.

GPS assumes full responsibility for the provision of special education and related services to eligible students as an LEA member of the SELPA. As such, state and federal funding shall be allocated directly to GPS per allocation plan of the SELPA. The Charter School will assume responsibility for the general education contribution, which may be necessary, for the provision of special education services to identified students, and shall meet the annual Maintenance of Effort Requirement.

As required of LEA members within the SELPA, GPS provides the following assurances:

- Free and Appropriate Public Education - The Charter School will assure that a free and appropriate public education shall be provided to enrolled students, including children with disabilities who have been suspended or expelled from school.
- Child Find - The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity - The Charter School will assure that students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment – The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed using supplementary aids, supports and services in the general education setting.
- Individualized Education Program – The Charter School will assure that an Individualized Education Program is developed, reviewed, and revised for each child who is eligible.
- Assessments – The Charter School will assure an IEP review shall be conducted on an annual basis, at a minimum. In addition, a reassessment shall be conducted at least once every three years, and more often if conditions warrant or if requested by the student's parents or teacher to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards – The Charter School will assure the confidentiality of identifiable data shall be protected at collection, storage, disclosure, and destruction. In addition, students and their parents shall be provided with safeguards

through the identification, evaluation and placement process and provisions for a Free and Appropriate Public Education.

- Personnel Standards – The Charter School will assure good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible students with disabilities.
- State Assessments – The Charter School will assure students with disabilities are included in state assessment programs with appropriate accommodations and modifications when necessary and appropriate.

GPS shall comply with all regulatory special education requirements of the IDEA, state laws, and the SELPA Local Plan, and perform all corrective actions deemed necessary by the Charter SELPA and/or CDE. GPS will work collaboratively with the assigned Program Specialist who will provide coaching support to the Charter School's special education team to ensure that all requirements of IDEA are met, and each child is well served.

GPS administration and the Special Education Coordinator will work collaboratively with the Special Education team to develop an annual professional development plan that builds capacity of the team in meeting compliance with state and federal statutes and reporting requirements. Examples of professional development that may be included in the plan include, but are not limited to:

- Annual training to general education staff at the Charter School's summer professional development
- Participation in the SELPA Professional Learning Network monthly meetings
- Participation in SELPA professional learning opportunities in the areas of behavior; inclusive environments; mental health; positive school climate; special education fundamentals; and specific disabilities such as autism and dyslexia
- Participation of paraeducators, Education Specialists and School Psychologists in role-specific trainings through the SELPA

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

### **Goals and Actions in the State Priorities**

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's goals and annual actions, schoolwide and for all numerically significant student subgroups, in the State Priorities, can be found in the GPS Local Control and Accountability Plan ("LCAP"). Additional information regarding GPS' goals and actions related to the State Priorities can be found in Elements 2 and 3.

## **ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).*

*and*

*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(c)(5)(C).*

GPS is committed to continuing to provide all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by state, local, and school specific measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the Charter School and are reset each year as articulated in the GPS LCAP.

### **Charter School Goals and Actions to Achieve the Eight State Priorities: Local Control and Accountability Plan**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities, as described in Education Code Section 52060(d), that apply for the grade levels served, can be found in the Charter School's LCAP.

Each of these goals addresses the unique needs of all students attending the Charter School, including GPS' numerically significant student subgroups. The metrics associated with these goals help the Charter School ensure these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on the Charter School's website and included in Appendix 2 & 3. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33(a)(2). GPS shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board

meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be deemed part of the Petition, and therefore, amendments to the LCAP shall not be considered a material revision to the Petition.

**Methods of Measurement of Student-Outcomes**

Assessments

As required by law, students participate in CAASPP, California Science Test (“CAST”), ELPAC, the Physical Fitness Test (“PFT”), California Alternate Assessments (“CAA”), and all other mandated assessments, as applicable to their grade level. GPS conducts the student assessments required pursuant to Education Code Section 60605 as well as other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

The annual School Accountability Report Card (“SARC”) report will be developed and made available to parents and the community. This report is approved by GPS’ governing board on an annual basis and posted on GPS’ website.

Summary of Methods of Measurement

The table below summarizes the methods for measuring pupil outcomes for state priorities consistent with the way information is reported on the SARC.

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Timeline/ Frequency</b>	<b>Expectation</b>
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-8	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment	The ELPAC SA measures how well ELs are progressing with English development in each of four domains.	TK-8	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

CAASPP	State criterion-based assessment in ELA and Math	3-8	Spring/Once a year	Student achievement increases annually per goals listed in the current year's LCAP.
CAST	State criterion-based assessment in Science	5, 8	Spring/Once a year	The percentage of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualified students	3-8	Spring/Once a year	Student achievement increases annually per goals listed in the current year's LCAP.
NWEA MAP	State Board of Education-approved assessment for purposes of generating "verified data" measuring academic growth within each school year in ELA and math	TK-8	Multiple times each year	On average, students will demonstrate one or more years of progress in ELA and math for each year of enrollment
Internally created tests and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-8	Teacher and grade level determined	Students show mastery and proficiency in content knowledge.

Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-8	End of unit	Students show mastery and proficiency in content knowledge.
PFT	State criterion-based assessment in Physical Fitness	5, 7	Spring/Once a year	Students demonstrate levels of health-related fitness

Additional Assessments

Additional assessments to determine student academic progress and mastery include a variety of tools such as:

- *Diagnostic Assessments*- Assessments that identify students’ current, individual academic levels and areas for either needed instruction or further challenge. Typically conducted at the beginning of the year or new unit of study. Some diagnostic tools that the Charter School currently uses include Lexia Core 5 and IXL.
- *Formative Assessments* are used within daily instruction to informally check for student understanding and the need for reteaching.
- *Kindergarten Letters & Sounds Assessments*- Weekly assessments to track kindergarten students’ progress in letter name and letter sound mastery.

Assessments of schoolwide goals and metrics include:

- Annual family surveys
- Attendance reports
- School Culture and Climate surveys
- LCAP
- California School Dashboard
- SARC

**Progress Monitoring, Reporting, and Communication with Families**

At GPS, students, families, and staff are regularly informed about student achievement.

Currently, after each interim assessment teachers and students review student performance during individual conferences. These conferences engage students with their own progress and areas for growth. Students mark their assessment data tracking charts with their current data. These tracking charts allow for goal setting, and personalize the education program for the individual student. They also give both teachers and students the opportunity to discuss alternative means of support and structure that may be required or helpful for continued student development.

At the end of every semester, report card conferences are scheduled with every students’

parents and family as part of GPS' current practice. These conferences give teachers, students, parents and families the opportunity to discuss student achievement and progress during the semester, as well as any areas for development and/or remediation. In addition, student interim assessment data is shared during these conferences, in the form of students sharing their data tracking chart with their families.

At present, parents also receive a quarterly progress report, as well as weekly, informal updates on their students' progress that includes information on student work completion, quizzes and unit assessments, and student participation and engagement. Sample student report card, progress report, and goal setting/ tracking charts are available in Appendix 2 & 3.

Currently twice per year, during established professional development time, school leaders engage staff in a "State of the School" presentation, sharing schoolwide academic, culture, and other data. Staff discuss progress toward schoolwide goals and give input on action plans.

### **Use and Reporting of Data**

State Board of Education approved standardized tests provide the Charter School with important data allowing GPS to analyze the performance levels of students within the Charter School and in comparison to other schools across the region and state. This data also allows the Charter School to identify areas of strength and areas in need of growth within its instructional practices and curriculum. As such, GPS uses standardized testing data to identify these strengths and weaknesses, set priorities for the coming year, and make changes to the instructional practices used at the Charter School. GPS' statewide testing is administered independently from the District.

In addition, GPS currently uses NWEA interim assessments to measure student progress as a second point of information. The NWEA assessments are nationally normed and help to understand how the Charter School is doing relative to students across the country. It is a student growth measure and provides GPS with information not just on whether a student is performing on grade level, but which standards and skills they have mastered and which standards they need additional support on. The interim assessments are also predictive of student performance on CAASPP.

The NWEA interim assessments are currently given three times per year. After each round of assessments, GPS' data team completes a comprehensive analysis of the assessment results, both school-wide and for specific groups of students (e.g. by grade level and subgroup). Teachers use the results of this analysis to make instructional plans for students who need additional support in either mastery or growth, or enrichment or acceleration of standards or content.

In addition to the current interim assessments annually, teachers facilitate frequent and continued formative assessments from both online tools and regular instruction, as well as classroom observation and summative or project based assessments. For transitional kindergarten through grade three, teachers assess students in phonemic awareness weekly, to determine the extent to which students are mastering material. For all grade levels, TK-8, GPS assesses student mastery of material on unit assessments, weekly quizzes, and daily exit slips. Each assessment of student learning is aligned to State Standards to allow the Charter School to better measure student mastery of specific content, review material that has not been mastered, and challenge students with more difficult work when needed. Frequent assessments inform teachers as to what instructional practices, lessons, questions, and activities best



prepare students for grade level material.

Throughout the school year, on a weekly or biweekly basis, teachers engage in focused, collaborative meetings with their instructional coach and content or grade level team. The focus of these meetings is to discuss how to re-teach and intervene with students as needed, based on data. Teachers also meet with their coaches weekly to receive feedback and analyze student work and adjust instruction accordingly. Additionally, teachers meet regularly with students to discuss their progress. Students who are behind receive intervention or remediation, and students who are ahead and who need extension may move at an accelerated pace if appropriate. GPS holds itself accountable for student learning, maintenance of strong instructional and cultural practices, as well as communication to the Charter School's educational partners about progress.

### **Annual Surveys**

Each year GPS conducts surveys of parents, families, and staff, seeking feedback and input on elements of the program. The results of these surveys are shared with all relevant educational partners, including school leaders, staff, parents and families, and board members. Survey results are used to implement positive program change.

### **School Accountability Report Card**

GPS annually complies with state mandated requirements applicable to charter schools regarding the SARC. The annual SARC is a public document and is made available to parents and the community. This report is approved by the GPS governing board on an annual basis and posted on the Charter School's website.

The Charter School shall use the information compiled in its performance reports and its annual SARC to evaluate and improve upon its educational programming as necessary.

## **ELEMENT 4: GOVERNANCE STRUCTURE**

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

### **Non-Profit Public Benefit Corporation**

GPS is a directly funded independent charter school and is operated by Growth Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to Education Code Section 47604. The Charter School has established tax-exempt status under Internal Revenue Code Section 501(c)(3).

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. The Charter School's Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code can be found in Appendix 4.

### **Board of Directors**

GPS is governed by the Growth Public Schools Board of Directors (the "Board"). The Board is ultimately responsible for the operation and activities of the Charter School. The Board is governed in its operations and its actions by the corporate bylaws of the Organization (the "Bylaws"), which shall be consistent with the terms of this Petition, the Charter Schools Act and all other applicable laws. The Board's primary responsibilities are to employ and evaluate the Executive Director of GPS; create, adopt and monitor compliance with appropriate policies and internal controls including, but not limited to, policies to prevent fraud, embezzlement, and conflict of interest; and ensure GPS remains in compliance with all applicable legal requirements and agreements with the District.

The Board shall consist of at least three (3) and no more than nine (9) directors, unless changed by amendment to the Bylaws. The Board Currently has 5 members. All directors shall have full voting rights, including any representative appointed by the District, if the District chooses to appoint such representative consistent with Education Code Section 47604(c). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

Each director will serve a three-year term, unless otherwise removed from office in accordance with the Bylaws, and until a successor director has been designated and qualified.

New Board members will be mentored by experienced members. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of GPS, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for the Charter School.

As detailed in the current Bylaws, Board members have experience in one or more of the

following areas: education, government, law, business, finance/accounting, facilities, or public relations. Currently employees of GPS are not eligible to serve on the Board as Board members.

The Board maintains general liability and board errors and omissions insurance policies. 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 is not in conflict with this Petition, the Organization’s Bylaws, or the purposes for which charter schools are established.

The Board has adopted a Conflict of Interest Code, which complies with the PRA, Section 1090, as set forth in Education Code Section 47604.1, and California Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix 4. As required, the Conflict of Interest code has been submitted to the County Board of Supervisors for approval.

The Board receives annual training on their responsibilities with topics to include, at minimum, ethics, financial audits, conflicts of interest, governance, and the Brown Act.

The Board meets on a regular schedule in a set location, or virtually if required, with meeting times, agendas, materials and minutes posted to all members of the community and in accordance with the Brown Act. All meetings are open to the public and parents are invited to attend.

The Board of Directors, and all applicable committees, conduct meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Meeting agendas are posted at least 72 hours prior to regular meetings on the Charter School’s website and in hardcopy on campus in a location accessible to the public. Meeting minutes are posted on the website following Board approval.

**Growth Public Schools Current Board of Directors with Term Expiration Dates**

<b>Board Member Name</b>	<b>Office</b>	<b>3 Year Term Expires</b>
Herinder Pegany	Board Chairperson	June, 2025
Stacey Scaborough	Board Vice Chairperson	December, 2025
Laurie Menchaca	Board Member	June, 2026
Dwight Taylor, Sr.	Board Member	December, 2025
Sharon Johnson	Board Member	March, 2027

**Board Responsibilities**

The Board meets on a regular basis and in accordance with the Brown Act. Growth Public Schools provides a means and opportunity for parents and the public to participate in, attend, or view every Board meeting.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the Petition
- Approve and monitor the budget, fiscal reports, and the Charter School's fiscal practices
- Approve contracts and expenses based on Board approved fiscal policies
- Receive, review and accept the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Hire, oversee and evaluate the Executive Director
- Approve and monitor compliance with Board policies

### **Board Committees**

The Board may appoint one or more committees composed of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to the Charter School's finances, facilities, and other areas relevant to the success of the Charter School. The committees will be formed and selected by the Board of Directors.

### **Executive Director**

The Executive Director is responsible for day-to-day management of the Charter School. The Executive Director will communicate directly with the Board of Directors and with the District. The Executive Director is fully responsible for the execution of all applicable Board policies, all day-to-day operations, and all functions of the Charter School.

The responsibilities of the Executive Director are outlined in the job description, included in Appendix 5. A few of the priorities for the position are as follows:

- Serve as the primary point of contact with the District and, as necessary, attend District meetings.
- Contribute to Board meeting agendas in conjunction with the Chairperson in compliance with the Brown Act.
- Provide timely performance evaluations of all Charter School employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with the Charter School's legal counsel and any outside consultants.
- Stay abreast of applicable laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and oversee the administration of the Charter School's budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of required assessments.

- Attend all Board meetings and attend, as necessary, District Board of Education meetings as the Charter School's representative.
- Establish procedures designed to carry out Board Policies.
- Facilitate communication between external stakeholders and the Charter School.
- Monitoring implementation of the Charter School's policies.
- Lead training and professional development for GPS staff.

### **Family and Community Involvement Overview**

The input of all educational partners is valued by the Board as well as the Charter School. As such, educational partners will be given the opportunity to address issues on the agenda at Board meetings and to participate at the committee level as appropriate. Further commentary on issues regarding GPS can be delivered to the Charter School's leadership as needed.

GPS is committed to parent involvement at the school level. The Charter School has a Parent Advisory Group which meets regularly. This group meets with the Executive Director or their designee to discuss issues involving academics, culture, and community. This group is a critically important voice at the Charter School and one that helps to ensure a comprehensive understanding of how GPS is performing. It also helps facilitate communication between all members of the GPS community and to bring needed resources to help meet the goals and objectives of GPS.

At Parent Advisory Group meetings, parents and the Executive Director, or their designee, discuss community questions, concerns, and ideas. Families will develop their own organizational needs based on the needs of the GPS community. GPS will ensure that meetings of the Parent Advisory Group are accessible to all families via appropriate means, such as translation.

Families are encouraged to commit to the following:

- Send their student to school on time, every day
- Ensure their child arrives prepared with what is needed to fully participate in learning each day
- Attend 2 family conferences each year
- Return all school communications on time

There are many opportunities for families to get involved such as:

- Open House 2-3 times per year
- Back to School Night
- Access to online curriculum materials
- Weekly Classroom Newsletter
- Volunteering in classrooms or at a school wide event or activity
- Participating in annual family survey
- Participating in special events like Book Fair
- Joining the Parent Advisory Group

Families also fill out a community survey, currently at the end of each year, in order to give feedback about the Charter School and their family's experience. Results of the annual family survey are reported in the LCAP, which can be found in Appendix 2 & 3.

The Charter School may encourage parental involvement, but also shall notify the parents or guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. No child will be excluded from GPS or school activities due to the failure of the student's parent/guardian to complete the end of year survey or participate in any of the activities listed above.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

GPS recruits professional, effective and qualified personnel for all positions. All employees will demonstrate a belief in the mission, program design and instructional philosophy of GPS. All employees at the Charter School will be employees of Growth Public Schools. GPS is a school of choice and no individual will be required to work at the Charter School.

In accordance with Education Code 47605(e)(1), GPS is and shall continue to be nonsectarian in its employment practices and all other operations. GPS shall not discriminate against any individual (employee or pupil) 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, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the GPS' employee policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis screening).

### **Employee Records**

GPS will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file and will be readily available for inspection.

### **Specific Qualifications for all Staff**

The Board has defined specific employee minimum qualifications, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing GPS' program
- Belief in the basic philosophy of emphasizing the core curriculum
- Ability to live out and reinforce the school's core values with all students, staff, families, and, as needed, external partners
- Commitment to working with families as educational partners
- Strong written and verbal communication skills
- Knowledge of the developmental needs of students in grades TK-8
- Awareness of the social, emotional and academic needs of students
- Ability to plan cooperatively with other staff
- Willingness to continue education through additional courses and training, workshops, seminars and staff development
- Active participation in staff meetings
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior, attitude and/or classroom performance
- Take a leadership role in some aspect of the Charter School's development
- Abide by federal, state, and local laws
- Maintain a professional relationship with all students

- Refrain from the use of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Petition
- File necessary reports of child abuse
- Maintain a high level of professional conduct
- Adhere to a high level of professional and ethical standards
- DOJ Background Check and TB Test

## **Administrators**

The Executive Director (“ED”) at GPS shall possess leadership abilities and a comprehensive educational vision that is consistent with the GPS’ mission and educational program. In addition, the ED shall possess skills in hiring and supervising excellent teachers.

It is desired that GPS administrators possess a masters’ degree or higher in education or a related field and also have demonstrated successful teaching or other leadership experience.

The qualifications for the following administrative roles are listed below. Please see Appendix 5 for the full job descriptions for each of these roles.

### **Executive Director:**

- Masters Degree in Education or subject area of interest
- Possess a Clear California Teaching Credential (Administrative Services credential preferred but not required)
- Minimum 5 years school leadership experience in a rigorous, data-driven environment (charter school experience preferred)
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

### **Principal:**

- Masters Degree in Education or subject area of interest
- Possess a Clear California Teaching Credential (Administrative Services credential preferred but not required)
- Minimum 5 years teaching experience in a rigorous, data-driven environment (charter school experience preferred)
- Experience managing a team, coaching teachers, and/or other leadership capacity desired
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

### **Instructional Coach:**

- Bachelor’s degree in Education (Master’s degree preferred)
- Possess a Clear California Teaching Credential



- Minimum 5 years teaching experience in a rigorous, data-driven environment (charter school experience preferred)
- Must be able to demonstrate successful classroom teaching experience, including strong behavior management skills
- Knowledge of and/or experience in curriculum design
- Experience managing a team, coaching teachers, and/or other leadership capacity desired
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

#### Dean of Culture:

- Bachelor's degree in Education or related field (Master's degree preferred)
- 5-7 years experience working with students
- Experience managing a team, coaching or other leadership capacity desired
- Knowledge of and/or experience with student development and learning theories
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

#### Student Support Services Coordinator:

- Masters Degree in Education or subject area of interest (i.e. Special Education)
- Possess a Clear California Teaching Credential
- Minimum 5 years teaching experience in a rigorous, data-driven environment (charter school experience preferred)
- Expertise in and experience working with exceptional learners
- Experience managing a team, coaching teachers, and/or other leadership capacity desired
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

#### Director of Strategy:

- Bachelor's degree (Master's degree preferred)
- 5-7 years experience working in a school setting and/or with students
- Experience managing a team, coaching or other leadership capacity desired
- Successful experience with project management and completion
- Ability to use problem solving skills to prioritize tasks and delegate as appropriate
- Experience with and commitment to working successfully with an ethnically, culturally and economically diverse student body and team of adults
- Have excellent time-management skills, attention to detail, and ability to work both independently and in collaboration with others
- Strong responsiveness in follow-up and follow-through with all educational partners

#### **High Quality Teachers**

Pursuant to Education Code Section 47605(l)(1), teachers in the Charter School will be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers who were employed by a charter school during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

GPS will retain or employ teaching staff who hold appropriate CTC teaching certificates, permits, or other documents and have experience commensurate with the applicable job specification. GPS will require each teacher to have the Crosscultural, Language and Academic Development ("CLAD") qualifications, or similar, required by the CTC as part of their credential. Special Education teachers will be required to hold compliant credentials in Special Education.

Teachers assigned to a TK classroom will have been issued the CTC certificate, permit, or other document required for their certificated assignment, and shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet (1).
- A child development permit issued by the CTC.

GPS shall maintain the student to adult ratio in transitional kindergarten classrooms as required by Education Code Section 48000(g).

GPS' current teacher job description is also located in Appendix 5.

### **Hiring and Selection of Staff**

GPS is dedicated to hiring professional and appropriately qualified staff. All staff to be hired at the Charter School must demonstrate an understanding and commitment to the GPS' mission, vision, and educational philosophy. GPS administrators will be responsible for staff recruitment, including posting the position on appropriate websites and in publications; presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and electronic media as appropriate. The Board will hire the GPS Executive Director.

Support for teachers new to GPS may include the plans outlined in the Professional Development section below, as well as some or all of the following:

- a. Summer Training
- b. Staff Orientation
- c. Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students
- d. Coaching and mentoring by school leadership

### **Other Non-Certificated Staff**

GPS 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 students and may not assign grades or approve student work assignments.

### **Services Provided Via Contractors**

GPS receives services from employees of organizations with which GPS contracts, including special education services and substitute teachers. Additionally, GPS receives financial, human resources, technology, data analysis leadership, facilities, professional development, and other services from outside providers. GPS currently contracts with EdTec and CharterSafe for these and other relevant services.

### **Teacher Evaluation**

GPS administrators are responsible for evaluating teachers. GPS administrators observe teachers and provide feedback regularly. A critical part of teacher evaluation and retention is based on their growth as a teacher, student growth, professionalism, and alignment, or “fit”, with the Charter School. Each teacher currently has a yearly professional development plan in which they set goals. GPS’ professional development plans are aligned to these plans and are designed to support teachers in meeting their goals. Just as staff are expected and encouraged to grow at high levels, these expectations are applied to GPS administrators and the Charter School by the GPS Board of Directors.

### **Professional Development**

The Charter School has a robust professional development plan and schedule for teachers. Each year teachers typically work on their goals and the administration plans professional development around these goals. Throughout the year, teachers receive high level professional development based on teacher goals, needs for the year, and ongoing feedback. Each teacher currently has a coach who observes classrooms regularly to share feedback and help the teacher improve while also meeting weekly with the teacher to support their growth and development. Administrators and teachers are constantly looking at data to determine how to best support the needs of ELs, special education students, socioeconomically disadvantaged students and other subgroups that may need support. Teachers receive 30 days of professional development throughout the year typically during Wednesday meetings, professional development days, and the two weeks before the school year begins.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

*Education Code Section 47605(c)(5)(F).*

GPS has implemented full health and safety procedures and risk management policies in consultation with insurance carriers and risk management experts. Health and safety policies are updated, reviewed and distributed to all staff and families annually. GPS ensures staff are trained annually on all health and safety policies. These policies and procedures are incorporated as appropriate into the Charter School's staff development efforts, student and staff handbooks, and policies of the Board. Employees are trained as needed and as legally required.

The following is a summary of the health and safety policies of GPS. The full health and safety policies and procedures for the Charter School are included in the Comprehensive School Safety Plan in Appendix 6.

### **Procedures for Background Checks**

Employees and contractors of GPS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. GPS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. All applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GPS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony, except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director or designee will monitor compliance with this policy. The Board shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers or contractors who will have direct contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to contact with students without the direct supervision of a credentialed employee.

### **Employee Records**

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

GPS is committed to providing an environment 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, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GPS has adopted comprehensive policies to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GPS' anti-discrimination and anti-harassment policies. All supervisors are required to participate in regular training detailing their legal responsibilities. A copy of GPS' current policies are provided in Appendix 6.

A copy of these policies shall be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

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

All GPS employees are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. GPS provides all employees, and other persons working on behalf of GPS who are mandated reporters, with annual training on child abuse detection and reporting, in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**

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

### **Health Screenings**

All students are screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School. GPS maintains student immunization, health examination, and health screening records on file.

### **Immunizations**

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

## **Medication in School**

GPS adheres to Education Code Section 49423 regarding administration of medication in school. GPS stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employees and volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414.

Per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

## **Bloodborne Pathogens**

GPS meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Exposure Control Plan” designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

GPS ensures all staff members receive annual training on the Charter School’s health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens.

## **Diabetes**

GPS shall make type 1 diabetes informational materials accessible to the parent/guardian of a student when the student is first enrolled in elementary school.

GPS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet is included in Appendix 6, includes, but is not limited to, all of the following:

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

## **Drug-, Alcohol-, and Smoke-Free Environment**

GPS functions as a drug-, alcohol-, and smoke-free environment.

## **Facility Safety**

GPS complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. GPS holds fire inspections 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. GPS shall conduct fire drills as required under Education Code Sections 32001. Copies of relevant facilities documents are available in Appendix 6.

## **Suicide Prevention Policy**

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. GPS shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), GPS will also review and update its suicide prevention policy by January 1, 2025, to incorporate best practices identified by the CDE's model policy, as revised.

## **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

## **Nutritionally Adequate Free or Reduced Price Meals**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, breakfast and lunch free of charge during each school day, as well as to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

## **California Healthy Youth Act**

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

## **Mental Health Education**

If GPS offers one or more courses in health education to students in grades 7-8, GPS shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

## **Mental Health Information**

GPS created and posted a poster at the schoolsite identifying approaches and resources

addressing student mental health in compliance with Education Code Section 49428.5. The poster is displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster is prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster is also digitized and appropriately distributed online to students and families through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **School Safety Plan**

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the Charter School, at an activity sponsored by the Charter School, or on a school bus serving the Charter School

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities, in compliance with ADA requirements. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including



cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### **Homicide Threats**

GPS shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

### **Gun Safety Notice**

Each school year at the beginning of the first semester, GPS shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

### **Menstrual Products**

The Charter School will stock the restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. GPS shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to Education Code Section 35292.6. This notice shall include the text of section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

### **Workplace Violence Prevention Plan**

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

### **Supporting LGBTQ Students**

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

### **Recess**

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, then pursuant to Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days

and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

### **All Gender Restrooms**

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

### **Pregnant And Parenting Students**

The Charter School shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Education Code Sections 222.5, and 46015.

## **ELEMENT 7: STUDENT POPULATION BALANCE**

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

### **Overview**

At full enrollment, GPS will serve approximately 350 students in grades TK-8. The Charter School maintains a waiting list to ensure GPS will meet enrollment goals. GPS will continue to strive to achieve a student population with a balance of racial and ethnic students, special education students, and ELs, including redesignated ELs, that reflects the general population residing in the territorial jurisdiction of the District.

GPS works with local neighborhood associations and community groups to provide information about the Charter School's program and its availability. GPS also actively recruits students from traditionally underserved areas in order to enroll a student population that reflects the diversity in race, ethnicity, aptitude, language, and economics, which exists in the Sacramento area. The current GPS demographics are provided in Element 1 of this Petition and demonstrate the result of the Charter School's efforts to serve a diverse population.

Below are examples of specific outreach strategies and plans to ensure GPS continues recruiting a diverse student population.

### **Outreach and Recruitment Plan**

The Executive Director and designated staff will conduct public presentations (with appropriate translation and interpretation services provided, if necessary) to the community in an effort to expand awareness of GPS as a free, public school option for Sacramento families. GPS leadership presents to rising kindergarten students and at local preschools and Head Start programs. GPS provides presentations and/or collateral materials to organizations that serve preschool-aged youth, including recreation centers and libraries. In addition, the Charter School does targeted outreach throughout the local community through faith-based organizations, libraries, stores, restaurants, and markets in the area, and community-based organizations. The Executive Director and staff also have meetings with key community leaders to drive recruitment. GPS makes every effort to cast a wide net and meet with various community members to ensure a diverse school community.

GPS recognizes the need for its model in the Sacramento community and the program is marketed across the District. The Charter School conversely recognizes the challenges of recruiting students and families to a new school, particularly one that is not their "home" or "district" school or may be farther away than the school closest to their homes. The recruitment process is approached as informing families about their various choices for free, public school.

### **Open Houses**

Several times each school year, GPS hosts community informational meetings, so that interested parents or community members can learn about the opportunities provided by the Charter School for the upcoming school year. Information for open houses will be distributed to

all current families, local preschools, and online. Dates and times for the open houses will be set to maximize the number of families that are able to attend.

Each year GPS reviews policies and practices to determine the most effective approaches in achieving a diverse student population. The Charter School will adjust accordingly to ensure a diverse student population is represented. Please see Appendix 7 for sample Open House Invitations and Marketing Materials.

### Annual Outreach Efforts with Organizations and Media

Growth Public Schools is committed to the mission of providing access to an excellent public education for students in the Sacramento community. To accomplish this mission, GPS realizes the importance of strong community ties as well as the need to engage the community in partnership with the Charter School.

As a TK-8 school, Growth Public Schools does the majority of its recruitment for kindergarten. In doing so, GPS conducts outreach to various programs serving young children.

Growth Public Schools will engage in outreach efforts with multiple organizations and media outlets. Outreach efforts include, but are not limited to:

- Advertising at events sponsored by organizations like the Rosemont Community Association, Rancho Cordova Parks and Recreation, and other similar local organizations.
- Posting to local community social media groups like Facebook and NextDoor.
- Distributing flyers and enrollment materials at local events like ones held at Hagan Park and Rosemont Community Association events.
- Distributing flyers and enrollment materials at local Speech and Language, and Occupational Therapy Clinics.
- Target outreach via behavioral health and counseling partners in the community close to the Charter School.
- Outreach efforts at local churches.
- Advertising in Parent Magazine and their Annual Source Book.
- Investing in Social Media advertising targeting specific subgroups within a 5 mile radius of GPS.
- Holding regular information sessions for interested parents at the Charter School with interpretation and translation provided.
- School representatives present at parent meetings in the community to share information about GPS, including but not limited to: Mather Head Start, Play-ology Preschool, Mather Preschool and Cordova Baptist Preschool.
- Charter School representatives attend local education and other fairs in the community such as Kids Day in the Park.
- Targeted outreach via flier distribution to local businesses along Folsom Blvd. between Jackson Road and Coloma Road and Kiefer Blvd between Watt Avenue and Mayhew Road. Businesses include donut shops, carnicerias, small grocery stores and laundromats.
- Advertising on Spanish language radio stations.
- Partner with local Hispanic and Latino businesses and organizations to disseminate information.
- Partner with local organizations that serve low income families.
- Present in Spanish and other languages as necessary at local community events.

- Build relationships with Head Start locations and other preschools that serve low income families.
- Work with local organizations serving neurodiverse populations to share GPS' strengths with this population.
- Present at conferences for neurodiverse populations.
- Work with local preschools that serve neurodiverse populations.

### **Practices and Policies to Support Balance**

GPS utilizes the following to ensure the student population of the Charter School supports a balance:

- Have an enrollment timeline and process that allows for wide-spread recruiting.
- Engage in outreach efforts with a wide variety of community organizations, churches, neighborhood groups, and local preschools.
- Advertise enrollment openings through social media, marketing brochures, posting flyers in neighborhoods, radio, or television announcements targeted toward diverse populations, and when needed, in various languages.
- Focused recruitment of groups where GPS is not finding a balance using brochures, flyers, and meetings.
- Ensuring all promotional material is provided in languages other than English.

## **ELEMENT 8: ADMISSION POLICIES AND PROCEDURES**

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

### **Legal Assurances**

GPS will be non-sectarian in its programs, admission policies, and all other operations, and will not charge tuition. GPS will admit all grade-level eligible students residing in California who wish to attend the Charter School up to GPS' capacity, within the minimum and maximum age requirements for public school attendance specified in applicable law in accordance with Education Code Section 47605(e)(2)(A). GPS is a school of choice, and in compliance with Education Code Section 47605(g), no student will be required to attend GPS. GPS shall be open to all students at the appropriate grade levels who wish to attend.

Admission eligibility will not be determined by the place of residence of a student or the student's parent/guardian within the state, except in the case of a public random drawing or as otherwise required by law. If the number of students who wish to attend GPS exceeds the Charter School's capacity, admission to GPS, except for existing students, shall be determined by public random drawing in accordance with the admission preferences specified below.

There shall be no admission testing or other evaluation required of any applicant. GPS shall not charge an application fee nor shall it charge tuition. GPS will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

### **Non-Discrimination**

GPS shall not require a parent/legal guardian or student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

GPS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Petition.

GPS shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission or enrollment, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

### **Homeless and Foster Youth**

GPS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. GPS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that GPS is open to enroll and provide services for all students and provides a standard District contact number for access to additional information regarding enrollment. GPS shall comply with all applicable provisions of Education Code sections 48850 – 48859.

### **Family Educational Rights and Privacy Act**

GPS, including its employees and officers, shall comply with FERPA and Education Code section 49060 *et seq.* at all times.

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

### **Admission Criteria**

GPS has established policies, processes, and procedures governing application, admission, and enrollment at GPS, all of which are included in Appendix 8. All students attending GPS must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to GPS includes information that allows students and parents to be informed about the Charter School's operations, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. GPS will ensure all application materials provide complete information regarding application procedures, key dates, and admission preferences and requirements consistent with the Petition.

The Board shall have the sole authority to determine the size and grade-level breakdown (i.e., capacity) of the student body at GPS, in compliance with any applicable provisions of

agreements with the District. The determination of capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

The only admission requirement is that students wishing to attend GPS must follow the Charter School's admission procedures with respect to completing the application, required enrollment forms and document submission by the announced deadlines.

Please see below and Appendix 8 for examples of typical enrollment deadlines.

### **Public Random Drawing and Admission Preferences**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following open enrollment, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend GPS exceeds the Charter School's capacity, then enrollment, except for existing students, shall be determined by a public random drawing ("lottery") for each affected grade level conducted on a date set in the annual enrollment timeline. In accordance with Education Code Section 47605(e)(2)(B), GPS shall offer admission preferences to students in the following order:

1. Children of current GPS teachers and staff (the number of students admitted via this preference is capped at up to 10% of GPS' total enrollment)
2. Siblings of students admitted to or attending GPS residing within the boundaries of the District
3. Siblings of students admitted to or attending GPS residing outside the boundaries of the District
4. Students who are enrolled in, or reside in the attendance boundaries of, James Marshall Elementary School (for purposes of the SB 740 Charter School Facility Grant Program)
5. Students residing within the boundaries of the District
6. All other students residing in California who wish to attend the Charter School

GPS shall adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Families who submitted a completed application prior to the open enrollment deadline will be notified in writing regarding the date, time, and location of the lottery, which will be open to the public. Families do not need to be present to participate in the lottery. The lottery drawing will be held on the GPS campus or in a public space large enough to accommodate all who are interested in attending. If required due to public health orders or recommendations, the lottery drawing may be held virtually. GPS will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all attendees, unless required to be held online
- Facilitated by a staff member ("Lottery Official"), appointed by the Executive Director or their designee, who doesn't have an interest in the outcome and is charged with conducting the process

Lottery spaces are pulled in order of grade level by the designated Lottery Official. Separate



lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening. The wait list does not carry over from year to year.

**Conditions of Enrollment**

Upon admission to GPS, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Authorization for the Charter School to request and receive documents<sup>3</sup> from the schools the student has attended or is currently attending, if applicable;
- A copy of any existing SST evaluations and recommendations for the student will be requested;
- A copy of any existing 504 or Individualized Education Program for the student will be requested.

Upon enrollment:

- Families and students are expected to attend an orientation prior to the student’s first day of school

Admission tests will not be administered. However, diagnostic assessments may be administered following enrollment to determine a baseline to identify the best individual instructional programs for the student. These may serve as diagnostics of students’ reading, writing and math skills.

**Open Enrollment Timeline (Sample Overview)**

Date	Assignment
------	------------

<sup>3</sup> In accordance with Education Code Section 47605(e)(4)(B), GPS shall not request a student’s records or require a parent/guardian or student to submit the student’s records to GPS before enrollment.

December	Send information to current families about open enrollment.
December-March	Execute the Charter School's Outreach Plan to recruit new students.
January-March (actual dates are specified each year)	Families submit an application during the open enrollment period.
March	Hold the lottery.
April	New student enrollment period.
May	Hold a subsequent lottery, if needed.
June	Hold orientation.
August	First day of school.

## **ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT**

*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(c)(5)(l).*

An annual independent financial audit of the books and records of GPS is and will continue to be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of GPS are 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 the applicable Office of Management and Budget Circulars.

The Board selects an independent auditor, currently through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The auditor verifies the accuracy of GPS' financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

At the conclusion of the audit, the Executive Director and the financial services provider, along with the Board's designated committee, if applicable, reviews any audit exceptions or deficiencies, and reports them to the Board with recommendations on how to resolve them. After accepting the audit and any corrective action plan, the Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The annual audit should be completed within the deadline prescribed by the state of California following the close of the fiscal year and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the required date.

Audit appeals or requests for a summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request. The cost of the audit will be a fixed cost in the annual budget to ensure GPS is able to comply with this requirement.

## **ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES**

*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

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

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

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

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

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.*

*Education Code Section 47605(c)(5)(J)*

GPS is committed to maintaining a safe, supportive and inclusive school environment through the continued use of restorative practices. GPS strives to continue building a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions, expulsions, and involuntary removals. GPS provides ongoing training on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, GPS will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of the Charter School's annual Student/Parent Handbook. The policies will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to review and understand the policies prior to enrollment and at the start of each school year. These policies will provide all families with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

### **Suspension and Expulsion Policy and Procedures**

The Suspension and Expulsion Policy ("Policy") and procedures have been established in order to promote learning and protect the safety and well-being of all students at GPS. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non charter public schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish GPS' list of offenses and procedures for suspensions and expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. The Policy and procedures here have been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and is in the best interest of the Charter School's students, their parents/guardians, and employees. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the Petition so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Charter School shall ensure students and their parents/guardians<sup>4</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its procedures are available as part of the annual Student/Parent Handbook as well as online via the GPS website.

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

---

<sup>4</sup> GPS shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 this 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.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **Procedures**

### **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; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by the student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their 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 their physical or mental health.



- iii. Causing a reasonable student to experience substantial interference with their academic performance.
  - iv. Causing a reasonable student to experience substantial interference with their 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet website 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 paragraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to

suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
  - b) Brandished a knife at another person.
  - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their 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 their physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with their academic performance.
    - iv. Causing a reasonable student to experience substantial interference with their 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 school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet website 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 paragraph (1) above.
  - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding paragraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
  - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or GPS employee who referred the student to the Executive Director or designee.

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

emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or GPS personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent/guardian to attend a conference with GPS officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/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 in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If GPS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

## 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Executive Director or designee as needed. The Administrative Panel shall consist of at least three (3) members and neither a teacher of the student nor a member of the Charter School Board of Directors. Either entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### E. Expulsion Procedures

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

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 their discretion to remove a person from the hearing whom they believe 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 public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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 student recommended for expulsion, 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 their testimony heard in a session closed to the public.

#### I. Expulsion Decision

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

the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

#### J. Written Notice to Expel

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

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

#### K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

#### L. No Right to Appeal

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

#### M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the Sacramento County or their school district of residence. GPS 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.

#### N. Rehabilitation Plans

Students who are expelled from GPS 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 (1) year from the date of expulsion when the student may reapply to GPS for readmission.

#### O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term, or to admit a previously expelled student from another school district or charter school, shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully

completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon GPS' capacity at the time the student seeks readmission or admission to the Charter School.

#### P. Notice to Teachers

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

#### Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

##### 1. Notification of SELPA

GPS 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 GPS 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, GPS, the parent/guardian 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 parent/guardian 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 GPS, the parent/guardian 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 GPS, the parent/guardian, 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 GPS 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/guardian and GPS agree to a change of placement as part of the modification of the behavioral intervention plan.

If GPS, the parent/guardian, 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 GPS 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/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GPS 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/guardian or GPS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and GPS agree otherwise.

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a

child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

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

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

GPS 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 GPS 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/guardian has requested an evaluation of the child.
- c. The child's teacher, or other GPS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to GPS supervisory or administrative personnel.

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

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

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

## **ELEMENT 11: STAFF RETIREMENT SYSTEMS**

*Governing 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(c)(5)(K).*

GPS provides total compensation to employees that is competitive with other private and public schools in the Sacramento area for comparably qualified and experienced employees. This ensures the successful recruitment and retention of employees and enables the Charter School to fulfill its mission and goals.

### **Benefits**

GPS provides the following mandatory benefits to all full-time employees: workers compensation, unemployment insurance, Medicare and social security, if applicable for the position.

Furthermore, GPS provides health, dental, vision, and related benefits as part of the total compensation package for each qualified employee.

### **Retirement**

GPS currently provides all employees with a 403(b) retirement plan, or similar plan, along with an employer match. All employees also participate in federal social security.

GPS reserves the right to offer other retirement plans to employees, including but not limited to the State Teacher's Retirement System ("STRS") and the Public Employees' Retirement System ("PERS"), pursuant to policies that may be adopted by the Board.



## **ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

No student may be required to attend GPS. Students who opt not to attend GPS may attend their school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in GPS shall be informed on admission forms that students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in GPS, except to the extent that such a right is extended by the local education agency.

### **ELEMENT 13: EMPLOYEE RETURN RIGHTS**

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

No public school district employee shall be required to work at GPS. Employees of the District who choose to leave the employment of the District to work at GPS, and who later wish to return to the District, will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. GPS shall not have any authority to confer any rights of return on former District employees. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

A former employee of any local education agency shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

## **ELEMENT 14: DISPUTE RESOLUTION PROCESS**

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

Growth Public Schools and the District will attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Growth Public Schools and the District, Growth Public Schools staff, employees and Board members of Growth Public Schools and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent, or designee, and the Growth Public Schools Board of Director’s designee, which is the Executive Director or similar position. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Growth Public Schools 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 prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Superintendent, or their designee, and the GPS designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 30 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, or their designee, and the GPS designee, and attempt to resolve the dispute within 60 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent, or their designee, and the GPS designee 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, or their designee, and the GPS designee. Mediation shall be held within 90 business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Growth Public Schools. 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 Growth Public Schools.

Exercise of any dispute mechanism authorized by this element shall not, in and of itself, constitute a material revision of the Petition or otherwise be grounds for revocation.

### **Internal Disputes**

Growth Public Schools maintains and shall continue to maintain an internal dispute resolution process to be used for all internal disputes related to Growth Public Schools’ operations. Except for disputes between the chartering authority and the Charter School, all disputes involving the Charter School shall be resolved by the Charter School according to the Charter School’s own internal policies. The District shall refer such disputes to the Charter School, provided they do not involve a violation of law or of the Petition. Parents, students, Board members, volunteers, and staff at Growth Public Schools will be provided with a copy of

Growth Public Schools' policies and internal dispute resolution processes, which will also be accessible via the Student/Parent Handbook. The dispute resolution policies are available in Appendix 14. The District will refer all disputes not related to a possible violation of the Petition or law to Growth Public Schools.

### **Uniform Complaint Procedures**

GPS complies with applicable state and federal laws and regulations governing educational programs. GPS has adopted Uniform Complaint Procedures ("UCP") to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of certain state or federal laws governing educational programs, the charging of unlawful pupil fees or the non-compliance of GPS' LCAP. The UCP for the Charter School is available in Appendix 14.

## **ELEMENT 15: PROCEDURES FOR SCHOOL CLOSURE**

*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(c)(5)(O)*

The following are closure procedures that comply with Education Code Section 47605(c)(5)(O) and the California Code of Regulations, Title 5, Sections 11962 and 11962.1, should the school close for any reason.

Closure of Growth Public Schools will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Growth Public Schools will promptly notify parents and students of Growth Public Schools, the District, the Sacramento County Office of Education ("SCOE"), Growth Public Schools' SELPA, the retirement systems in which the Charter School's employees participate, 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. Parents will receive additional information including 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.

Growth Public Schools will ensure the notification to the parents and students of Growth Public Schools regarding 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 Growth Public Schools.

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

As applicable, Growth Public Schools 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 FERPA. Growth Public Schools will ask the District to store original records of Growth Public Schools students. All student records of Growth Public Schools shall be transferred to the District upon Growth Public Schools' closure. If the District will not or cannot store the records, Growth Public Schools shall work with SCOE 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 practicable, Growth Public Schools will prepare final financial records. Growth Public Schools will also have an independent audit completed within six months after closure. Growth Public Schools will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Growth Public Schools and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial

assets, including cash, 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 Growth Public Schools.

Growth Public Schools will complete and file any annual reports required pursuant to Education Code section 47604.33.

Upon closure, all assets of Growth Public Schools, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Growth Public Schools, remain the sole property of the Organization and, upon the dissolution of the Organization, all assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Growth Public Schools' closure to the District. In addition, any assets acquired from SCOE or SCOE property will be promptly returned upon Growth Public Schools' closure to SCOE. 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, Growth Public Schools shall remain solely responsible for all liabilities arising from the operation of Growth Public Schools.

As Growth Public Schools is operated as a nonprofit public benefit corporation under California law, should Growth Public Schools dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize reserve funds to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS PROVISIONS**

### **POTENTIAL CIVIL LIABILITY EFFECTS**

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

GPS is operated by a California non-profit public benefit corporation, Growth Public Schools. 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 the Education Code Section 47604(d), an authority that grants a charter to a charter school operated by 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. The District shall not be liable for the debts and obligations of GPS, operated by the Organization, or for claims arising from the performance of acts, errors, or omissions by GPS, as long as the District has complied with all oversight responsibilities required by law. GPS shall continue to work diligently to assist the District in meeting any and all oversight obligations under the law to ensure the District shall not be liable for the operation of GPS.

Further, Growth Public Schools intends to enter into a memorandum of understanding with the District, wherein GPS shall indemnify the District for the actions of GPS under this Petition.

The corporate bylaws of Growth Public Schools provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has general liability insurance, Board Member and Officer insurance, and fidelity bonding to secure against financial risks.

Insurance amounts are and will continue to be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance that Growth Public Schools maintains for the operation of GPS.

The Board of Growth Public Schools maintains appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

### **Severability**

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby. The District and Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the Petition.

### **Insurance**

GPS has purchased and maintains general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of its size and

nature for the operation of GPS. Coverage amounts are based on recommendations provided by the District and GPS' insurer. The District's Board of Education shall be named as an additional insured on all policies of GPS. Evidence of the above insurance coverage is available upon request to the District.

## **BUDGETS AND FINANCIAL REPORTING**

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

See Appendix C for the required 2025-26 budget and financial projections.

### **Fiscal Autonomy**

GPS will be a fiscally independent, directly funded charter school.

GPS will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of GPS is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a "greatest efficiency" and "in the best interest of the students" test.

### **Budget Development**

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and be continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with GPS' goals as identified by the GPS Board of Directors.

The Charter School shall submit an annual budget to the Growth Public Schools Board of Directors each year within the required timelines.

The Charter School reviews monthly cash flow statements and presents comprehensive budget updates to the Organization's Board of Directors at least four times each fiscal year. The Charter School will also recommend formal budget revisions to the Board of Directors as needed to ensure financial stability and adequate cash flow.

The Board of Directors has formal policies regarding the deposit of funds, investment procedures, and internal financial controls. These policies ensure the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, as well as property management and procurement. Financial records will be regularly maintained and a financial report prepared regularly for the GPS Board of Directors.

### **Financial Reporting**

GPS shall provide reports to the District and County Superintendent of Schools as follows in



accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

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

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

GPS 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 47604.33, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **Attendance Accounting**

GPS will utilize existing attendance accounting procedures that provide sufficient checks and balances and satisfy requirements for SCUSD, SCOE, and CDE.

### **FACILITIES**

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

GPS operates within the boundaries of the Sacramento City Unified School District, and it is located at 9320 Tech Center Drive, Sacramento, CA 95826, which was the previous location of National University. This location works well for the GPS student population as it has the following:

- A long term lease until 2032 for 40,000 square feet and another potential 14,000 square feet if the Charter School desires to add space.

- Spacious, clean and safe classrooms to accommodate grades TK-8 at full enrollment.
- Staff room, kitchen, and collaboration space.
- Administrative offices.
- Community meeting space.
- Robust technology infrastructure.
- Staff and student bathrooms.
- Private space for Special Education staff, contractors and testing to support students with disabilities.
- Conference rooms.
- Outdoor playground area.
- Kitchen and space to serve student meals.
- Server room with proper air conditioning.
- Space for science, technology, engineering, and mathematics.
- Classroom space for art, music, and physical education.
- Storage space.
- Ample Parking.

### **Auxiliary Services**

GPS outsources maintenance/custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The Charter School will conduct annual reviews to ensure all auxiliary services are safe and will develop appropriate policies to ensure the safety of students, staff, and guests.

### **Transportation**

Except as required by an IEP under the IDEA, or as otherwise required by law, GPS will not be responsible for the transportation of students to and from school.

### **Food Services**

GPS contracts with a food services provider for enrolled students. Currently GPS contracts with SCUSD for food services.

### **ADMINISTRATIVE SERVICES**

*Governing Law: The manner in which administrative services of the charter school are to be provided.*

*Education Code Section 47605(h).*

GPS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. The Charter School currently contracts with EdTec for such services. Contracted services include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to applicable laws. GPS and its contracted business services provider will employ all generally accepted accounting principles.

## **CONCLUSION**

By approving this Petition for renewal, the Sacramento City Unified School 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. The Charter School shall continue to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be, and for what elementary and middle school students can achieve. To this end, GPS pledges to work cooperatively with the District to answer any concerns with the Petition and to present the District with the strongest possible proposal requesting a charter renewal term from July 1, 2025, through June 30, 2030.