

GOLDEN GATE COMMUNITY SCHOOL

Charter Petition Submitted to the
Contra Costa County Board of Education

Requesting Five-year Term

July 1, 2017 - June 30, 2022

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Introduction

The Golden Gate Community School is a program currently provided by the County Office of Education. This petition would establish this existing program as a charter school named the Golden Gate Community School (GGCS), pursuant to Education Code section 47605.5 which allows the petition to be submitted to the Contra Costa County Board of Education in the same manner as any other charter under Education Code section 47605. GGCS will provide successful learning experiences for all students in an alternative education environment. Staff will assist students in reaching their academic and career goals by implementing teaching strategies and techniques which will enable students to succeed personally, socially, and educationally in society today. This petition requests to establish the GGSC charter school for a five year term beginning July 1, 2017 through June 30, 2022.

Charter School Intent and Charter Requirements

In 1992 the California Legislature enacted the Charter Schools Act. Section 47601 of the California Education Code states that: It is the intent of the Legislature, in enacting this part, 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 this part 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.

Affirmations/Assurances

As the authorized lead petitioner, I, Lynn Mackey, hereby certify that the information submitted in this petition for a California public charter school to be named Golden Gate Community School (GGCS), to be located at multiple locations within the boundaries of Contra Costa County, and to be authorized by the Contra Costa County Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, GGCS will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

GGCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

GGCS shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

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

GGCS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

GGCS shall not provide for dismissal of a student based on: Poor achievement or minimum grade point average, Incomplete or missing assignments, Poor attendance, and or Discipline issues that do not meet the criteria for expulsion.

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

GGCS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, national origin or nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or

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

GGCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

GGCS 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)]

GGCS shall ensure that its teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

GGCS shall at all times maintain all necessary and appropriate insurance coverage.

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

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

GGCS shall, on a regular basis, consult with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605(c)]

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

GGCS 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").

GGCS shall comply with the Family Educational Rights and Privacy Act. [Ref. 20 U.S.C. Section 1232g; 34 C.F.R. Part 99.]

GGCS shall comply with the Public Records Act. [Ref. Govt. Code Sections 6250 through 6276.48.]

GGCS shall comply with the Ralph M. Brown Act. [Ref. Govt. Code Section 54950 through 54963.]

GGCS shall meet or exceed the legally required minimum of school days and instructional minutes as required by charter law. [Ref. Title 5 California Code of Regulations Section 11960]

GGCS shall meet the requirement related to the ratio of ADA to FTE as described in EC 51745.6.

GGCS shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

To the extent that GGCS provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

Lynn Mackey _____ **Date** _____

Lead Petitioner

Educational Program

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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

GGCS Mission: The mission of GGCS is to ensure academic improvement and successful transition while promoting pro-social skills.

GGCS has three overarching annual goals that focus on the eight state priority areas. These goals are:

- Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement. (Priorities 3,5,6)
- Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready. (Priorities 2,4,7,8)
- Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning. (Priority 1)

Population Served

The GGCS will serve students in grades 7-12 who reside in any one of the eighteen local school districts and surrounding counties. Specifically, GGCS students are those who have not found success academically or behaviorally in the local traditional schools for any number of reasons, or those who simply choose an alternative education program.

Description of How Learning Best Occurs

Learning best occurs with a curricular approach that is based upon the following concepts:

- High Expectations – setting high expectations for all students.
- Self-Discipline – responsibility for one’s own behavior.
- Academic Studies – increasing access to academic studies that teach the essential concepts as related to real-world projects and problems.
- Active Student Engagement – getting every student involved in rigorous and challenging learning.
- Extra Help – providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study.
- Continuous Improvement – using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

The staff holds a fundamental belief that individuals learn best in an environment that nurtures creativity and curiosity and that promotes an expanded understanding of the world through observation, questioning and creative pursuits. Learning happens best in an environment where students, with the assistance of caring adults, have options in how they learn. Each student will develop an individual learning plan (ILP). The ILP is designed to help the student and educational community focus upon the student’s educational path. The student, with parent/guardian and staff support, will be able to identify goals and periodically review them. Teachers, parents, and students conference quarterly to adjust the ILP as needed to ensure progress toward meeting educational goals.

Teachers will develop an ILP with each student within thirty days of the student’s first day of attendance in the program. The ILP will be reviewed each quarter as the student and staff work together setting goals, and later on summarizing the student’s educational growth. The meeting/review dates will be noted on the ILP form. The ILP is meant to be a guide and learning tool for students. It is a reflection of the importance of the student’s involvement in the learning process. We believe students must develop the habit of maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP begins the development of the process. This program provides new professional opportunities for the teachers employed by the school as they adapt their instructional delivery to the unique needs of each student while delivering a unique and challenging program for our students.

Description of What it Means to be an Educated Person in the 21st Century

The educated person in the 21st Century will demonstrate the following:

- Utilize the 4 “C’s” of collaboration, critical thinking, creativity and communication
- Work independently and cooperatively as appropriate
- Organize tasks, skills, activities
- Create choices in the ways s/he learns as well as how s/he learns
- Confidence in making decisions that affect positive change
- Minimum 10th grade reading, writing, math skills
- A plan for personal growth
- Motivated to observe, test, and question theories
- Participate in the community

- Capable of functioning in an ever-changing technological society
- Know and explore passions
- Express themselves through artistic pursuits
- Ability to communicate what s/he knows
- Possess a set of personal beliefs that directs one's path in life

GGCS students will be self-motivated, competent, lifelong learners who are able to develop and utilize the above skills in the classroom and apply them insightfully to the world around them.

GGCS believes that a comprehensive education and access to quality educational resources are critical to establishing a love of learning and academic success. Specifically, we believe learning best occurs when:

- Students receive individualized attention tailored to their individual academic needs;
- Instructional activities are challenging, rigorous and aligned to the State Standards, integrated across content areas;
- The curriculum is meaningful and engaging to students, connecting what is being learned with both the world outside the classroom and with students' real-life experiences;
- The whole community is used as a learning environment;
- Teachers, other adults and mentors in the school community role-model positive behaviors and healthy relationships;
- Parents and families are actively involved in their children's learning;
- The school environment fosters a positive atmosphere of respect, connection and inclusion;
- The curriculum allows students access to future success, be it receiving a high school diploma, going on to higher education, pursuing a career or all of the above.

For a more detailed description of how GGCS believes learning best occurs, please refer to our "Curriculum and Instructional Design" section.

Description of Who GGCS is Educating

GGCS is an alternative education program serving the academic needs of high-risk students, including those referred by probation and by local school districts for expulsion, behavioral issues, school attendance problems, and who are at risk or who have dropped out of school. The program provides challenging academic curricula and assists students in developing positive social skills. All courses taken and credits earned are transferable to the student's home district. The school's main purpose is to prepare the students to return to their home districts. The following are our schoolwide expected learning results:

Every Student will be an academic achiever who:

- Makes progress towards high school graduation.
- Demonstrates growth on state and local assessments

Every Student will be an effective communicator who:

- Reads, comprehends and responds to information.

- Speaks with confidence within a variety of settings.
- Listens to and responds reflectively.

Every Student will be a technologically literate learner who:

- Demonstrates competence in the use of computers.
- Uses technology to access relevant information for educational goals.

Every Student will be a responsible citizen who:

- Understands how actions affect oneself, others and the community at large.
- Demonstrates skill in resolving conflicts through positive, non-violent alternatives
- Contributes time, energy, and talents to improve the quality of life for themselves, their school and their communities.

Every Student will be a self-directed learner who:

- Uses effective goal setting strategies to create positive goals for themselves.
- Will be able to evaluate their educational transcript and make a realistic academic plan.
- Exhibit good study/work habits by attending and participating in the academic process.

With the objective of enabling students to become self-motivated, competent, and lifelong learners, GGCS provides the following learning opportunities:

Program Components

Students will experience a program with a focus on meeting their individual needs, be they extended learning opportunities or support on building foundational academic skills.

Counseling

Academic counseling will be provided by the supervising teacher with the support of a school administrator /or student support staff. Counseling services will include assistance with Individual Learning Plans (ILP), transcript review, and post-secondary options. Group or individual student counseling will be offered by a GGCS social worker or contracted social worker interns and/or professionals from outside agencies to address anger management or other behavioral counseling needs.

Assessment

GGCS will administer initial placement assessments as well as academic assessments throughout the year with the purpose of identifying student needs and growth areas in targeted academic curricular standards. GGCS staff will work as a team to regularly monitor student achievement data and make adjustments to provide extra support for struggling students. Assessments will be conducted using Renaissance Place tests. GGCS students will also participate in the California Assessment of Student Performance and Progress (CAASPP).

Parent Participation

Home-school communication is a critical factor for student success. Administrators and teachers will contact parents/caregivers to notify them of student progress, events and

activities. Consent will first be obtained for students who are 18 years old or older. To support parents' and families' participation, growth and development, the following activities will be offered and/or required:

- Parents/caregiver will be invited to participate in the development of their student's ILP and understand academic and transition goals. At this meeting, parent/caregiver will be informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
- Each semester, parents/caregivers will be consulted regarding the student's progress toward their individual learning plan and class schedule. Parent/caregiver and the student will be required to sign a new Master Agreement.

High School Requirements

To attain a high school diploma, students must earn a total of 200 credits. High school students in grades 9-12 will receive credits for courses passed, and credits will be transferable to other high schools and adult schools. Students must attain passing grades in the following state- and locally-required courses to be eligible for a high school diploma from Golden Gate Community School:

● English	40 credits
● Mathematics (A maximum of 10 credits of Algebra)	20 credits
● Life Sciences	10 credits
● Physical Sciences	10 credits
● World History	10 credits
● U.S. History	10 credits
● Economics	5 credits
● American Government	5 credits
● Physical Education	20 credits
● Visual/Performing Arts/ Foreign Language	10 credits
● Electives	60 credits

Credits earned from the following alternative means may be considered electives and included as part of the 200 credits required for graduation:

- Community Service projects;
- Work experience;
- Courses offered through Career Technical Education;
- Credit earned at a postsecondary institution;
- Intervention courses in reading and math; and,
- Credit recovery courses

WASC Accreditation

GGCS is WASC accredited and will apply to continue the accreditation as a charter school. All our courses are transferable to other high schools. GGCS will apply to the

commission for a preliminary review, which generally consists of a two-person team being sent on a one-day school site visit. During this visit, the WASC team will be able to review school documents, speak to administration, teachers, students, parents, and community partners. Upon determination of GGCS meeting WASC criteria, the WASC Visiting Committee will determine if the site is prepared to begin the WASC accreditation process and will determine a cycle for completing the full WASC self-study. During this time of provisional accreditation, GGCS will complete the process leading to full accreditation as determined by the commission.

Notification Regarding Transferability of Courses and Eligibility to Meet College Entrance Requirements

GGCS will inform students and parents/caregivers about the transferability of courses to other public high schools by reviewing this information in the intake meetings and providing the information in our parent/student handbook.

GGCS will continue to offer A-G courses, which meet college entrance requirements. A list of all A-G courses will be provided during intake and in the parent/student handbook. GGCS will inform students and parents/caregivers about the eligibility of GGCS courses to meet college entrance requirements.

Independent Study

The purpose of independent study is to provide an alternative education program and setting for students. Independent study programs are voluntary and use alternative instructional strategies that respond to individual student needs and learning styles.

The flexibility of independent study programs makes it possible to serve a wide variety of students, enabling some students who otherwise might not graduate to stay in school. Additionally, independent study serves students who desire to accelerate or move more slowly through a course, or to make up a subject that they have missed in a traditional classroom. GGCS independent study programs are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and other relevant adults.

In addition to the required written policies, the following are legal requirements for apportionment:

- Every student engaged in independent study must be enrolled in a specified school of a school district or county office of education (*EC* Section 51748). This enrollment should be evident from the written agreement.
- The Average Daily Attendance (a.d.a.) for independent study must fall within the teacher-to-a.d.a. limits set by *EC* Section 51745.6 to be eligible for apportionment.
- No a.d.a. may be claimed from independent study until the written agreement is completed (*EC* sections 46300.7, 51747[c][8]).
- No a.d.a. is earned unless (i.e., "to the extent that") supervising teacher judgments of the time value of pupil or student work have been made personally in each instance

(i.e., assignment) for each student engaged in independent study (*EC* Section 51747.5).

- No a.d.a. from independent study may be claimed by a district if it has provided any funds or other things of value to the student or his or her parent, guardian, or caregiver that the district does not provide to students who attend regular classes (*EC* Section 51747.3[a]).
- No a.d.a. is earned from the independent study of any student who resides outside the local county or the adjoining county (*EC* Section 51747.3[b]).

Written (Master) Agreement for Each Independent Study Student

GGCS independent study agreements follow the requirements of California law:

- General student data including the name, address, grade level, school of enrollment, and program placement. *EC* 51748, 51747.3(b), and 46300.1
- The beginning and end dates of the agreement *EC* 51747(c)(5)
- The duration of agreement (not more than one semester or half year) *EC* 51747(c)(5)
- List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements *EC* 51747(c)(6); 5 *CCR* 11703(b)(2)
- The learning objectives for the course(s) and assignments attempted under the agreement *EC* 51747(c)(2) and 51745(a)(3); 5 *CCR* 11700(e)(f) and 11702(b)
- The methods of study, including the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives *EC* 51747(c)(2); 5 *CCR* 11704(c)
- The methods of evaluation that will be used to determine if the student met the learning objective(s) *EC* 51747(c)(2); ISOM Chapter 7 p. 6, Chapter 8 p. 10, and Chapter 11 pp. 7–8
- The specific resources, including instructional materials and personnel, which will be made available to the student *EC* 51746 and 51747(c)(3); 5 *CCR* 11700(i) and 11701.5
- The maximum length of time between the date of the assignment and when it is due, by grade level and type of program (pursuant to Board Policy) *EC* 51747(a)
- The number of missed assignments that will lead to an evaluation to determine if independent study is appropriate for the student *EC* 51747(b) and 51747(c)(4)
- Statement that independent study is a voluntary option *EC* 51747(c)(7); 5 *CCR* 11700(d)(2)(A)
- Statement that instruction may be provided for an *EC* 48915 (expulsion) or 48917 (suspended expulsion) student through independent study **only if** the student has the continuous choice of classroom instruction *EC* 51747(c)(7); 5 *CCR* 11700(d)(2)(B)
- Reporting/returning assignments to teacher(s) *EC* 51747(c)(1)
- Time(s) for meetings/reporting
- Frequency of meetings (can be a combination of online, face-to-face, or lab)
- Location (may be a combination of labs, classrooms, face-to-face, and/or online)
- Dated signatures for student, parent/guardian/caregiver, teacher, and other assisting person(s). *EC* 51747(c)(4)

Equal Educational Opportunity

By law, the independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and shall not be provided as an alternative curriculum. *EC 51745(a)(3)*

Ratio of Average Daily Attendance (a.d.a.) to Supervising Teacher

Under Charter School Regulations, GGCS uses a fixed pupils-to-certificated employee ratio of not more than 25 to 1. *EC 51745.6(e)*

Standards Aligned

Independent study is not an alternative curriculum so all courses and materials are aligned to state content standards, and textbooks are those most recently adopted by the State Board of Education or as used by the County Office of Education. Supplemental materials may be used to respond to individual student interests and learning styles. *EC 51745(a)(3)*

Teacher Quality

GGCS independent study teachers meet the same professional requirements as classroom-based teachers. Independent study teachers are appropriately credentialed and have demonstrated subject matter competence in all core academic subjects they teach.

Curriculum and Instructional Design

The educational program at GGCS is designed to meet student's academic needs and to offer academic and career technical experiences in learning and practicing skills that will reconnect them to learning and improve their employability or success in a post-secondary school. Instruction will take place in both an independent study and a classroom option. This model is designed to provide both one on one teaching and a group setting though student-tailored, standards-based, common core curriculum. The course of study is based on student needs and interests. Offering both models will allow parents and student choice in instructional models and it acknowledges that students and families have different learning needs.

Each student will have an ILP designed to set goals and provide a focused educational pathway. With the assistance of parent/caregiver, mentor and staff support, the student will identify goals that will be periodically reviewed. Teachers, parents/caregivers, students, and mentors hold quarterly meetings to adjust the ILP as needed to ensure progress toward meeting educational goals and to review achievement of the goals. Students work at their own level of competency as determined by initial math and reading placement assessments.

The ILP serves as a guide and learning tool for students. It is a reflection of the importance of the student's involvement in the learning process. GGCS believes students must develop self-

discipline in maintaining a focus on goals and purpose, reflecting on their progress, and adjusting their life paths. The ILP is a tool in the development of this process.

Guiding Structure

Golden Gate Community School uses a curricular approach that is based upon the following concepts:

- High Expectations – setting high expectations for all students.
- Self-Discipline – responsibility for one’s own behavior.
- Academic Studies – increasing access to academic studies that teach the essential concepts as related to real-world projects and problems.
- Teachers plan and deliver integrated instruction aimed at teaching high-level academic content.
- Active Student Engagement – getting every student involved in rigorous and challenging learning.
- Extra Help – providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes high-level academic content.
- Continuous Improvement – using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.

Standards-based Core Curriculum

All students will receive instruction in the California State Content Standards common core curriculum in English language arts (including English Language Development [ELD]), mathematics, history-social sciences, science and physical education. California State Content Standards in English language arts and mathematics have been aligned with 45 other states in an effort toward nationwide Common Core Content Standards. Students will receive appropriate grade level state standards based textbooks including reading and math interventions, if needed. Students identified as English Language learners will receive English Language Development instruction and will be appropriately placed in grade level core or intervention courses in math, English Language Arts and ELD sections. Textbooks and instructional materials are aligned with the State of California adopted frameworks and standards. In addition, California has adopted the Next Generation Science Standards (NGSS) which will be incorporated throughout the curriculum.

- The primary materials for students in grades 7-12 will be chosen from the following: State Standards Aligned/California Approved Textbooks
- Contra Costa County Board approved Textbooks

Master Agreements and Schedule

Golden Gate Community School teachers will use a variety of strategies appropriate for the students’ instructional level. The master agreement and the ILP(See Appendix B)

ensures curriculum pacing and appropriate use of instructional time to implement a standards-based core curriculum. GGCS will maintain a 180 day school year.

Computer-based credit recovery courses through online learning offer an opportunity for students to utilize technology to more quickly complete coursework and graduate with their peers. Teachers monitor student progress, and plan for support (academic and behavioral) based on needs.

Upon entering GGCS, students will be assessed to determine their individual levels of proficiency in English language arts and math. Results of the assessment will be used to determine course placement and instructional levels that best meet the student's current academic level needs. Weekly seminars are conducted in English Language arts and mathematics to assist students needing intervention strategies to build basic skills.

GGCS staff will use curriculum, textbooks, supplemental materials, and instructional strategies to meet the varied and individual ability levels of students. Each course will meet the state learning standards and instruction will focus on actively engaging students in learning experiences.

Career Technical Education Training/WIOA

Work experience will provide students job shadowing experience, internship programs and career education training opportunities directly supervised by credentialed staff. Students will utilize job shadowing, internships, and mentoring to engage them in the application of learned skills and knowledge. GGCS will develop work experience and internship opportunities to parallel the career interests of students and to enhance academic and vocational skills.

GGCS students will also be guided to Career Technical Educational opportunities afforded throughout the county as well as concurrent enrollment opportunities at local community colleges.

Partnerships

GGCS program will partner with agencies that operate Workforce Investment Act Programs that serve students through the age of 23 through their Department of Labor Innovation Grant funding. GGCS will also work in partnership with agencies in the operation of a WIOA Grant program funded by the Department of Labor serving students, ages 16 through 23. These programs will continue as funding is made available.

Program Orientation

Enrollment in GGCS is voluntary, and prospective students and parents/caregivers are provided with an orientation to the GGCS instructional program, and policies and procedures prior to a decision to participate. Students are given a GGCS Orientation Survey and an academic assessment utilized to determine basic skill levels and suitability for working on an independent study basis.

Students and parents/caregivers are interviewed to determine previous schools attended and any special needs or prior participation in English Language Development, Section 504 or Special Education Programs.

For students 18 years and older, parent/caregiver participation is not required, but is encouraged, and will require student consent.

Behavior Support

GGCS provides a supportive school environment that focuses on increasing academic and pro-social behaviors. GGCS staff members receive training on research-based models that provide systems for developing student resilience and help resist risky behaviors in order to reduce barriers to learning. Staff routinely participates in meetings focused on the analysis of student work and collaborates on research-based instructional strategies designed to increase student learning.

Staff will receive training to implement Trauma informed and restorative practices, facilitating the development of a safe, trusting, self-managing classroom, thereby improving classroom attendance by developing motivation and helping students take responsibility for their actions and performance. The focus of GGCS is on caring, respect and acceptance for each student.

GGCS also implements a character based curriculum Positive Action. This program is based on the intuitive philosophy that we feel good about ourselves when we do positive actions.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. Throughout the engagement with the program delinquent behaviors such as disruptive outbursts, violent acts, drug use, and other risky behavior are decreased as students practice empathy and an appreciation for diversity, core values, and making good choices.

Plan for Students Who are Academically Low Achieving

As outlined in the LCAP, the majority of students who attend GGCS are academically low and below grade level.

GGCS's goals for students who are academically low achieving are: Increase by 2% percent the number of long-term students who make Reading Pre-Post Test learning gains.

Increase by 2% percent the number of long-term students who make Math Pre-Post Test learning gains.

Increase by .5 percent the participation rate and number of students who demonstrate progress toward proficiency in statewide academic assessments

To assist students in need of additional support and help those students accomplish these goals, GGCS offers a school calendar of 180 days for all students to receive full academic services in the area of core curriculum instruction and credit recovery, as well as curriculum and learning and behavioral interventions. Students will be given the interventions and support they need in order to thrive. GGCS will use an integration approach, integrating Arts and Technology with all curriculum, allowing for a hands-on experience for the students. Students will also be offered afterschool tutoring support to focus on fundamental skills or credit recovery.

Curriculum Intervention

As part of the enrollment process, students are administered a standards-based assessment to identify current reading and math level skills. Students will be assessed for grade level placement in core classes required for graduation. Those identified to have skills more than two years below grade level or below grade six are assigned to an intervention class as part of their academic schedule. Students will be given opportunities to participate in an online learning system for credit recovery, reading and math interventions.

Learning and Behavioral Interventions

GGCS participates in Student Success Teams (SST) to assure an individualized approach to a variety of instructional strategies, strategic intervention materials, and behavior modification techniques to provide extra assistance to students in danger of dropping out due to poor grades, attendance, and/or behavioral issues. GGCS site teams are designed to work with the student and parents/caregivers to identify obstacles preventing success and provide the support needed to be successful at the school. It is anticipated that the SST will be held every four weeks for students who have three or more absences and are in danger of being identified as a habitual truant, and may be referred to the Contra Costa County operated School Attendance Review Board (SARB) if appropriate.

Plan for Students Who are Academically High Achieving

The rigor of the instructional programs at GGCS reflects the goals for all students to graduate, to be prepared for the workforce, and be prepared for college, including students who are academically high achieving.

To achieve those goals, GGCS provides teachers consistent and continuous professional development for the standards-based common core curriculum. Academic guidance will be provided to students who want to pursue advanced educational opportunities by taking college preparatory requirements and earning community college credit. Through online learning, students can complete courses for additional requirements for college entrance. Students can be concurrently enrolled in the community college, and earning credits toward high school graduation. The GGCS staff, student, and parent will develop these goals as part of the student's ILP.

Plan for English Learners-Equal Opportunity for Success

GGCS is committed to high levels of academic success for all students, including English Learners (EL). GGCS will meet all applicable legal requirements for ELs including, but not limited to, annual notification to parents/caregivers; student identification, placement, program

options, and EL and core content instruction which are research-based; teacher qualifications and training; reclassification criteria and process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements. GGCS will implement policies to assure proper placement, evaluation, and communication regarding EL and the rights of students and parents/caregivers.

GGCS will serve an EL population reflective of the student population in Contra Costa County. GGCS emphasizes continual improvement dedicated to strengthening and expanding EL strategies. To ensure GGCS has qualified staff to serve EL students, GGCS will recruit staff with the proper training and success with EL students including a Cross-cultural, Language, and Academic Development (CLAD) or Bilingual Cross-cultural Language in Academic Development (BCLAD) certificate, Specially Designed Academic Instruction in English (SDAIE) training or other appropriate specialized training. GGCS will provide ongoing training opportunities for staff in EL strategies.

Home Language Survey

Golden Gate Community School shall comply with all applicable state and federal laws related to the education of EL students. GGCS shall develop, implement, and maintain policies and procedures for the provision of services to EL students including identification, assessment, and assignment to appropriate academic and English Language Development courses. At the initial enrollment conference, the Home Language Survey will be administered or reviewed (if one had been completed in prior school enrollment) to identify ELs and their proficiency levels. A records search will be completed to find the most current data for each student during the intake process.

The goals of the EL plan are to provide students:

- Equal access to curriculum and instructional materials at the appropriate level of their acquired English.
- Standards-based English Language Development curriculum.
- Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards.
- Culturally relevant curriculum to foster a positive self-image and to promote cross-cultural understanding.
- Opportunity for English Language learners to receive support from EL certified teachers.

ELs will develop their English language ability through the use of state-adopted materials.

The needs of English Learners will be met through the following actions to help them achieve their goals:

- Progress monitoring through assessment of growth in attaining English proficiency.
- Assignment to a daily assignment schedule including ELD based on proficiency level.
- Placement in courses with highly qualified teachers authorized to teach ELs.

- Assignment to core classes using SDAIE techniques and intervention courses for reading and/or math based on appropriate instructional setting.
- Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- ILPs with specific goals identified for increased English literacy skills that are reviewed after 90 days, and revised as needed.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers and bilingual instructional assistants.
- Encouraged participation of parents in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/caregiver home language.

Providing ELs full access to a rigorous curriculum will be accomplished through a variety of strategies, guided by research-based principles for teaching EL students. The following information, adapted from the Northwest Regional Education Laboratory, summarizes some of those principles and strategies:

- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by utilizing “think alouds”, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).
- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

Plan for Students with Special Needs

Golden Gate Community School shall assure that a Free Appropriate Public Education (FAPE) is provided for all children with disabilities attending GGCS in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) 20 U.S.C. Section 1400 et seq., and implementing regulations.

A full continuum of special education programs and related services shall be provided as required by an individual student’s Individualized Education Plan (IEP). No student otherwise eligible to enroll in GGCS will be denied enrollment due to a disability or the school’s inability to procure necessary special education services. GGCS shall assume responsibility for compliance with Section 504 of the American with Disabilities Act (ADA).

Golden Gate Community School Responsibilities

Golden Gate Community School will deliver required and appropriate special education services through CCOE Special Education Division to students enrolled in GGCS. These services shall include:

- Child Find.
- Initial, annual, and triennial evaluations.
- Individual Education Plan (IEP) development.
- Service delivery for all provisions as delineated on students' IEP. Contra Costa County Office of Education Special Education Division is solely responsible for providing special education services. (A district in which a student physically resides is not responsible for providing special education services to any student enrolled in GGCS.)
- Special education transportation as indicated on IEPs.
- Due process/compliance proceedings and related attorney fees.
- Inter and intra/SELPA permits (in accordance with Contra Costa County SELPA policies and procedures).
- Nonpublic school/agency placements.
- Submission of all required reporting, filings, etc. to fully comply with the Contra Costa County SELPA and California State Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

Golden Gate Community School will refer for Student Study Teams (SST) to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, parents/caregivers, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance related to:

- Academic progress;
- Social/Emotional development;
- Physical limitations; and/or,
- Behavioral history.

Students shall be referred for assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/home-school setting (federal mandates require general education resources and services be exhausted before the GGCS refers a student for special education testing). Objective and complete data will be collected during an initial SST referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, CAASP scores and health history). At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting and more restrictive interventions are not warranted. If progress is not noted, the SST may refer the student to more intensive research-based curricular strategies are implemented or for special education

assessments. A formal request from a parent/caregiver to assess a child for special education supersedes the SST process, and an Assessment Plan will be generated within 15 calendar days following the receipt of a written request.

Special Education Programs and Services

For students with an identified disability referred to Golden Gate Community School, a local education agency representative must consult with a representative from the GGCS, if this program may be considered as a placement option by the Individual Education Plan (IEP) team. A representative from GGCS must be in attendance at the IEP team meeting when placement decisions are made for GGCS. For students with an identified disability, a local education agency representative must consult with a representative from the GGCS, Alternative Education Program, if this program may be considered as a placement option by the IEP team. All psychological assessments for referred students must have been conducted within the past 18 months. Upon enrollment, the staff will meet with the student and parent/caregiver to review the student's current IEP and discuss course assignment. As needed, an additional meeting for staff, parent/caregiver, and the student will be arranged to develop a new IEP with appropriate goals and access to services at the GGCS program. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Assignment to a daily schedule based on identified special needs.
- Placement in appropriate courses with highly qualified teachers credentialed to instruct special education students.
- Assignment to core classes and intervention courses for reading and/or math based on the appropriate instructional setting.
- Special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core curriculum.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Individualized Learning Plans (ILPs) with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed.
- Staff collaboration regarding best practices for working with special education students.
- Encouraged participation of parents/caregivers in outreach activities.
- Collaboration between GGCS and CCOE Special Education Division to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

GGCS will adhere to the legal mandates outlined in Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP

transfers to GGCS he/she is provided an interim special education placement and a new IEP will be written on the corresponding Contra Costa County SELPA forms within 30 days.

The IEP team is comprised of the parent/caregiver (and/or their requested representative[s]), a general education teacher familiar with the student's work, any special education personnel who will be working with the student, an administrative representative, and the student. The IEP meetings will be facilitated by the GGCS administrative representative. Based upon areas of need, goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents/caregivers as frequently as their general education counterparts.

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, GGCS will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of disability; coordinate qualified personnel to provide the required testing; distribute written assessment reports to the parent/caregiver prior to the IEP meeting; generate IEP meeting notices; develop and facilitate the IEP meeting ; and, distribute copies of the IEP to appropriate personnel. GGCS will utilize the Contra Costa County SELPA web-based Special Education Information System (SEIS) to complete all IEPs and report CASEMIS information.

At least once every three years, a student may be reassessed to determine his/her continued eligibility to receive special education services. The identical process used during an initial evaluation is replicated at each triennial re-evaluation if a student warrants new assessments. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan is offered and if accepted, developed at the IEP Team meeting.

Identification of Bilingual Special Education Students

Before a second language student is referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with their native culture will participate during the SST process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language that he/she will be assessed in when a formal referral to special education is made. This will be documented on the IEP. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms,

Parent Rights and Procedural Safeguards, etc.) when requested by a parent. At all IEP meetings involving second language learners, the IEP team notes whether eligible students will be provided special education services in their primary (L-1) or secondary (L-2) language. All goals and objectives for bilingual students will be developed in collaboration with BCLAD general education staff to insure linguistically appropriate goals and objectives are developed and that the student's language acquisition needs are taken into account when the IEP is developed. Special education personnel who assess and deliver services outlined on the student's IEP will have CLAD certification.

Staffing, Curriculum, Service Provisions, and Student Accountability

Special education services will supplement general education and will not supplant other sources of federal, state, and local funds apportioned to GGCS. Identified special education students will be provided accommodations to allow access to the same core curriculum as their general education counterparts and as outlined on their IEPs. All identified special education students are expected to participate in California Assessment of Student Performance and Progress (CAASPP) and/or, required State Performance Assessments. If parents/caregivers of special education students waive their child's participation in standardized testing, students will complete alternative norm referenced assessments to measure their annual progress.

All services, supplementary materials, or assistive devices required to access core curriculum will be provided at no cost to the identified special education student. No facilities utilized for purposes of special education will present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices will not be in place for identified special education students.

Disenrollment, Suspension, Expulsion

Attendance for special education services will be monitored closely to ensure identified students' access to all services as outlined on their IEP. If a special education student misses two sessions in a month, GGCS will contact the family. If three consecutive special education meetings with a provider are missed, an IEP meeting will be called to insure the GGCS personalized learning model remains an appropriate placement for the child and to discuss steps the IEP team will take to carefully monitor progress that assures educational benefit for the student.

Students with disabilities will be disciplined in accordance with this Charter and the Parent/Student Handbook, except that students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No identified special education or Section 504 student will be suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability. A school psychologist will be involved in all phases of expulsion proceedings and parent/student will be provided due process rights throughout. In cases where suspension (beyond 10 days per year) or expulsion is recommended following the

Manifestation Determination Meeting, the GGCS and the Contra Costa County Associate Superintendent of Schools, Student Programs and Services will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records

GGCS shall verify that CCCOE Special Education Division maintains special education files, use appropriate forms/software, and file reports as necessary to maintain legal compliance.

Parent/Caregiver Concerns/Complaints

Parent/Caregiver concerns regarding special education services shall be directed to GGCS. GGCS shall address the parent/caregiver concerns. GGCS will address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEIA compliance. GGCS may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet GGCS's responsibilities under federal and state law. In the event that parent/caregiver files for a due process hearing, GGCS shall be responsible for proceedings including any costs and fees.

Accountability Systems

GGCS, like other non-charter public schools, is subject to the tenants and consequences of the state and federal accountability systems, which are currently under development. GGCS participates in the State of California's standardized testing program in order to closely chart and document student performance and assessment. Teachers and school administrators comprise the Academic Intervention Services team that reviews the results as part of their overall assessment data analysis and will use this information to improve our instruction. This analysis includes examining our numerically significant subgroups to determine where we need to concentrate our efforts so that all students achieve the State standards. We modify teaching techniques and explore professional development opportunities to support these subgroups in a better and more targeted way.

Measurable Pupil Outcomes

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

Measurable Student Outcomes and Other Uses of Data

GGCS' educational outcomes align with Local Control and Accountability Plan (LCAP) Eight State Priorities as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

GGCS has three overarching annual goals that focus on the eight state priority areas. These goals are:

- Foster respectful and collaborative school cultures that promote students' social emotional well-being and increased engagement. (Priorities 3,5,6)
- Provide programs and support to address students' specific needs in order to increase their learning and to be prepared for a successful transition to their district school and/or to be college and career ready. (Priorities 2,4,7,8)
- Ensure that all students have access to the appropriate instructional staff, standards-aligned curriculum resources and safe facilities to ensure an environment conducive to learning. (Priority 1)

A comprehensive assessment system will focus on student performance as the key component to demonstrate student success and competency using multiple assessment measures. GGCS will administer the mandated state assessments as an independent entity and also meet any required state performance standards developed. GGCS will use statewide performance standards as required by Education Code Sections 60602, *et seq.* GGCS will conduct an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools, both within the county and across the state. To ensure that students are achieving proficiency in state grade level content standards, GGCS will:

- Fully implement California State Board of Education common core adopted standards-aligned instructional materials in English Language Arts (ELA), English Language Development (ELD), Mathematics, History-Social Science, and Science along with targeted interventions.
- Align the course of study with state grade level Common Core State Standards.
- Train teachers and the principal on materials-based (Math and ELA/ELD adoptions) and researched-based strategies.
- Implement and monitor classroom curriculum and instruction to focus on standards-based instruction and research-based instructional strategies.
- Provide a comprehensive computer-based credit recovery system aligned with state content standards for students to make up credits for courses they have failed in past semesters/years.
- Evaluate student progress in ELA and mathematics with RENAISSANCE PLACE tests, using results to target specific areas needing additional instruction.
- Increase by 2 percent the number of long-term students who make Reading Pre-Post Test learning gains.

- Increase by 2 percent the number of long-term students who make Math Pre-Post Test learning gains.
- Increase by .5 percent the participation rate and number of students who demonstrate progress toward proficiency in statewide academic assessments.
- Continue to use alternatives to suspension to improve behavior and reduce suspensions and eliminate expulsions.
- Reduce the number of suspensions and behavior referrals by 2 percent each year.
- Continue to identify and use strategies to increase student attendance.
- Disseminate monthly chronic absence and truancy reports by school site and by class.
- Increase the attendance rate and decrease the number of chronic absences and truant students by 2 percent

Methods of Assessment

Summative Assessment

To measure growth in student achievement, GGCS will annually use the California Department of Education evaluation tools such as CAASPP or other state adopted assessments as required. Qualified students with disabilities will be ensured placement in the appropriate state assessment, CAASPP or California Alternate Assessment (CAA), and provided appropriate accommodations or modifications for all state tests.

Formative Assessment

As part of the enrollment process, students will be given a standards-based assessment to identify current reading and math skills. Students will be assessed for grade level placement in core classes required for graduation. Ongoing formative assessments will measure each student's progress in mastering reading and math skills. Teachers will use tools such as Renaissance Place Assessment Test.

Methods for Measuring Outcomes

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 the information is reported on a school accountability report card. Ed. Code, § 47605, subd. (b)(5)(C).

Use and Reporting of Data

GGCS will first develop an ILP for each student that documents his/her current achievement scores and delineating specific areas of need and goals to address them. The purpose of the ILP is to allow each student entering into the GGCS program to team with their parent/caregiver and

teacher to set and monitor obtainable future goals. Student progress will be measured by ongoing Renaissance Place assessments for academic achievement.

Academic assessments will be administered at set points throughout the year for the purpose of assessing student need and growth areas in targeted standards. Students will be assessed regularly in reading and math skills. Data derived from these evaluations will be used to individualize instruction as each student participates with his/her instructor and parent/caregiver to design an ILP.

School site teams, will meet weekly to analyze data and monitor student attendance and achievement and make adjustments in provision of extra time and support that may be needed by struggling students.

As the API has been discontinued, Education and Regulation Code provisions regarding API growth targets are not applicable to this petition.

As the STAR program has been discontinued, Education Code provisions regarding that program are inapplicable and not addressed in this petition.

For all student data collected, GGCS will share that information with pupil parents/caregivers. GGCS will also use that data to track the success of its educational program, the success of student ILPs, and to revise and improve both.

Charter School Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), GGCS's annual goals to be achieved in the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in GGCS's Local Control Accountability Plan ("LCAP").

GGCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5, shall use the LCAP template adopted by the State Board of Education, and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term. GGCS shall submit the LCAP to the Contra Costa County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by GGCS at the school site(s).

GGCS FACILITIES

GGCS will be located at four sites, within the boundaries of Contra Costa County, for the 2017-2018 school year and will expand sites in subsequent years as the need arises. GGCS shall operate its primary administrative offices at 77 Santa Barbara Road, Pleasant Hill, CA 94523. GGCS will operate at the locations listed below utilizing one County-District-School (CDS) code

as part of a single school with multiple locations. During the term of the initial charter, it is anticipated that GGCS will open additional locations in other parts of Contra Costa County to meet the needs of our students.

- Martinez – 1 class
- Rodeo – 1 class
- Pittsburg – 2 classes
- East County – 1 class

GGCS will notify districts prior to opening additional sites and will notify adjacent county offices of education and school districts if a resource center will be opened in adjacent counties. All facilities meet the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs.

School hours shall be 8:00-1:00 with Independent Study hours by arrangement. The program runs Monday through Friday, and follows the Contra Costa County Office of Education (CCCOE) approved holiday and vacation schedule.

Notice to Parents

The following notices to parents are available on the GGCS home page and can be found in the appendix of this petition:

- Notice to Parents Regarding Federal Laws and Education Code Excerpts Relating to Rights of Parents or Guardians of Minor Pupils (English and Spanish)

Parental Involvement

There are several ways for parents/caregivers to become involved with the school, and although involvement is encouraged, it is not mandatory. At the time a student enters the program, the student, parent/caregiver and the classroom teacher meet to review the student's transcript, design an ILP, and go over the rules of the program. If the student is eligible for Special Education services, the instructional support teacher is included in the meeting. There are also frequent phone calls, both parent/caregiver and staff initiated, during the student's enrollment. Parents/caregivers can be invited or may request to spend the day in the classroom. At the end of each semester, a transition meeting is held with the parent/caregiver, student, principal, teacher and local school district representative. The purpose of the transition meeting is to review the student's progress, plan for the next semester, and to determine if the student will return to the local district.

Admission Requirements

Governing Law: Admission requirements, if applicable. Ed. Code, § 47605, subd. (b)(5)(H).

All students will be considered for admission without regard to nationality, national origin, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability, or any other characteristic protected under the law.

Student Admissions Policies and Procedures

All students who wish to attend GGCS will be admitted, subject to space limitations. If the number of eligible pupils who wish to attend GGCS exceeds the school's capacity, attendance will be determined by a single public random drawing.

The following categories of eligible students shall be exempt from the single public random drawing and may be admitted without participation in the lottery:

- Existing students of Contra Costa County Office of Education's Alternative Education Programs
- Siblings of students admitted to or attending GGCS
- Students expelled from local school districts
- Foster and homeless youth
- Students on probation
- Students referred by School Attendance Review Board (SARB)

GGCS will have the capacity to serve a maximum of 220 currently enrolled, students at all locations, once fully operational. Each year, GGCS will have an enrollment period during which any student wishing to attend GGCS may apply for admission. At the end of the enrollment period, all students wishing to attend GGCS will be granted admission if they meet the minimum eligibility requirements and capacity permits. Consistent with Education Code section 47605 subdivision (d)(2)(B) and section 200 *et seq.*, GGCS may extend an enrollment preference for expelled students given GGCS's unique educational program, mission, and goals.

If applications exceed capacity, a single public random drawing will be held to determine the order of admission. All names of eligible students requesting admission will be placed into a box, except for those categories of students exempt from the lottery. All names will be pulled and sequentially numbered. Placements into the program will be made in numerical order until all openings are filled. The remaining numbered students will be placed on a waiting list and will be offered, in sequential order, an opportunity to attend GGCS if space becomes available. The waiting list will only be maintained for the current school year, and students who have not been admitted will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to GGCS shall be on a voluntary basis.

GGCS will actively recruit a diverse student population from the surrounding areas who understand and value the mission, vision, and core values of GGCS, and who commit to the instructional and operational philosophies of GGCS. In general, GGCS will serve those students who have not found success in traditional schools. GGCS shall be nonsectarian in programs, admission policies, employment practices, and all other operations. GGCS shall not charge tuition. It shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth

in Section 422.55 of the Penal Code, or one's association with a person with those listed characteristics.

Prospective students and parents/caregivers will be oriented regarding instructional and operational philosophies and practices of GGCS and given a summary of the student policies. There may be public or private meetings with the GGCS staff. Students and their parents/caregivers (unless the student is 18 years of age) will be required to sign, verifying receipt of the Student/Parent Handbook indicating their agreement to maintain GGCS attendance and behavioral standards. Students failing to meet those standards may be dismissed from GGCS in accordance with due process procedural protections.

GGCS may enroll any eligible student or other eligible student, grades 7 – 12, who qualify for enrollment in a county community school under Education Code Section 1981 or in a community day school under Education Code Section 48662, who resides in the State of California who wishes to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following:

- Expelled from a school district within the geographic boundaries of Contra Costa County and adjacent counties.
- Referred to a county community school by a Contra Costa County school district as a result of the recommendation by a SARB
- Referred by the Contra Costa County school district of attendance at the request of the district or pupil's parent/caregiver with that district's approval of the pupil's enrollment in a county community school
- Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code
- On probation or parole and not in attendance in any school
- Foster or homeless youth

Additionally, GGCS may enroll any student who qualifies as grades 9-12, seeks additional credits to fulfill graduation requirements or who has dropped out or who is at risk to drip out of high school.

Enrollment and Informational Procedures

A referral form along with transcripts, immunizations, Individual Education Plan (and any special education information), and the terms of expulsion either faxed or mailed to the GGCS office will start the enrollment process. A referral form must be filed with the GGCS office before the enrollment process may begin.

Referral Process

Students are considered for the GGCS when referred by the district for one or more of the reasons below:

- District students whose needs have been reviewed by the District SARB, or whose parents have requested attendance in the GGCS.
- Expelled students who may no longer attend district schools.
- District students who have been recommended by the Probation Department as informal probationers will be carried as an at-risk student if agreed by all parties.

Since each student previously attended a local district school program, the GGCS program seeks to transition the students back to an appropriate educational setting upon completion of their contractual requirements. The GGCS program is student-centered and adapted to meet the student's individual needs.

Initial Student Contact

After the referring agency has completed the referral process and sent the paperwork to the main office, an enrollment appointment is scheduled. Interview dates will generally be set for the first available date.

Golden Gate Community School
 Administrative Office
 222 Glacier Drive, Martinez, CA 94553

School 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. Ed. Code, § 47605, subd. (b)(5)(D).

County Superintendent of Schools

GGCS will be a dependent public charter school authorized by the County Board of Education and administered by the County Superintendent of Schools. GGCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. GGCS will maintain an agreement with the CCCOE for providing business and administrative services. The County Office will provide personnel, accounting, and payroll services to GGCS.

GGCS will operate autonomously from the Contra Costa County Board of Education with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the Contra Costa County Board of Education shall not be liable for the debts and obligations of GGCS, or for claims arising from the performance of acts, errors, or omissions by GGCS as long as the Contra Costa County Board of Education has complied with all oversight responsibilities required by law.

The County Superintendent of Schools as an elected representative shall have sole authority for all aspects of GGCS's operation and education programs related to curriculum, enrichment and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the authorizing agency.

A principal will be assigned by and supervised by the COE Educational Services Department. The day-to-day operations of all GGCS sites will be the responsibility of the principal, who will:

- Provide instructional leadership;
- Make recommendations for the hiring of staff;
- Evaluate staff;
- Enlist parent/caregiver and staff involvement;
- Administer and oversee student activities;
- Monitor the implementation of curriculum;
- Implement school policies;
- Recruit community and business partners;
- Participate in school/community affairs;
- Promote professional and academic excellence;
- Deploy and manage technology programs;
- Administer budgets and other related fiscal responsibilities;
- Assure regular school/home communication; and,
- Resolve personnel and student issues.

GGCS shall be governed by all Board Policies and Administrative Regulations of the Contra Costa County Office of Education, except those as may from time to time be described by the County Superintendent as not being applicable. In addition, GGCS will operate an Advisory Committee to provide input into the operation of the school. Any amendments to this petition will be reviewed by the GGCS Advisory Committee. The petition may be modified with an approval vote from the County Board of Education.

GGCS Advisory Committee

The GGCS will operate an Advisory Committee to provide input into the operation of the school. Parent/caregiver and community involvement in the operation of GGCS is an integral factor in ensuring that GGCS addresses the needs, concerns and expectations of the families and communities of GGCS students. The Advisory Committee, as part of the School Site Council, will be established to make recommendations to the principal on design and other pertinent requirements of the operations of the school. The Advisory Committee may consist of the Contra Costa County Associate Superintendent of Schools, Student Programs and Services or designee, parents/caregivers, employees, students, and community stakeholders. The School Advisory Committee may meet quarterly and provide input to the CCCOE on general school issues, policies, and other charter school interests and activities. Committee membership must have a minimum of three members, but will not exceed eight members.

Parental Involvement

In addition to encouraging parental/caregiver involvement through ILP development and with student updates, parental/caregiver involvement in the governance of GGCS will be encouraged by classroom observation, meetings with teachers/administrators, volunteering, student absence notification, providing information on student achievement, examining instructional materials used in their child's classes, being informed of their child's progress in school and who to contact if a problem arises, receiving information about academic performance standards/proficiencies/skills their child is expected to accomplish, being informed in advance about school rules/attendance policies/dress codes/procedures for visiting the school and participation in the annual LCAP stakeholder meeting process.

Conflict of Interest Regulations

GGCS will be fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code Section 1090.

Staff Qualifications

GGCS believes that all persons are entitled to equal employment opportunity. GGCS shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

GGCS will ensure that all teachers hold a valid and current California Teaching Credential. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. GGCS will maintain current copies of all teacher credentials, which will be readily available for inspection. GGCS will comply with Federal requirements for teachers and paraprofessionals.

Qualifications and Training of Instructional Staff

All staff of GGCS are employees of the County Superintendent of Schools (County Superintendent) and must meet the same qualifications as employees with similar job duties as defined under California law, including the Education Code, by CCCOE policy and regulations, and by applicable job descriptions.

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Ed. Code, § 47605, subd. (b)(5)(F).

GGCS will follow established standards of health and safety as commonly practiced in California public schools. In accordance with California Education Code Section 44237,

fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. In accordance with Education Code Section 49406, faculty and staff shall be examined for tuberculosis. Additionally, students must be immunized as a condition of attendance to the same extent as would apply if the students attended a non-charter public school, in compliance with California Code of Regulation Title 5 Section 11967.5(f)(6).

Procedures for Background Checks

Employees and contractors of GGCS 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. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with these requirements.

Role of Staff as Mandated Child Abuse Reporters

GGCS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. GGCS staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only reasonably suspect that abuse or neglect has occurred.

The reporting person does not have to prove abuse. The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/child protective agency. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the appropriate police department will be informed of the situation. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the appropriate police department since he/she will be most knowledgeable of the situation. Should it be necessary to remove the child from school, GGCS staff will obtain the contact information of the agency

person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

GGCS will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Emergency Preparedness

GGCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for GGCS.

Blood borne Pathogens

GGCS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. GGCS shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

GGCS shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

GGCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. GGCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. GGCS shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the CCCOE. GGCS will develop policies to ensure compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by OSHA, the California Health and Safety Code, and the EPA.

Comprehensive Sexual Harassment Policies and Procedures

GGCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. GGCS will follow the CCCOE's comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at GGCS (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 CCCOE's sexual harassment policy.

Racial and Ethnic Balance

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

Every student who attends the GGCS does so on a voluntary basis. Therefore, the school is not designed to influence any racial or ethnic balances. It is our experience the GGCS population closely reflects the total ethnic population of Contra Costa County. However, GGCS will employ strategies in an effort to maintain racial and ethnic balance, including the following:

- An enrollment process scheduled and adapted to include a timeline allowing for broad-based recruiting and application process.
- Ongoing development of promotional and informational materials appealing to various racial and ethnic groups, as well as materials formatted in English and Spanish.
- Distribution of promotional and informational materials to a broad variety of community groups represented in Contra Costa County.

Annual 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. Ed. Code, § 47605, subd. (b)(5)(I).

GGCS will contract with the Contra Costa County Office of Education and the Superintendent of Schools to provide services including, but not limited to, the Human Resources Department, Technology Services, and the Business and Administrative Services Departments. The services to be included in the contract are those which are currently provided to GGCS, which include a yearly financial audit utilizing commonly accepted standards and procedures, which is conducted as part of the CCCOE annual audit and which shall employ generally accepted accounting principles.

The CCCOE shall be responsible for contracting and overseeing the audit. GGCS’s principal shall review any audit exceptions or deficiencies with the County Superintendent, or the County Superintendent’s designee. GGCS shall provide recommendations to the County Superintendent for how to resolve any exceptions or deficiencies.

Suspension/Expulsion

Governing Law: The procedures by which pupils can be suspended or expelled. Ed. Code, § 47605, subd. (b)(5)(J).

The GGCS staff has developed techniques and abilities to deal with student problems so that suspension and expulsion have never been necessary or even considered. Except in extreme cases, a policy of no expulsions will guide GGCS when considering discipline. In the limited situations when an expulsion will be considered, GGCS will follow policies and procedures established by the CCCOE.

Student Discipline Committee

Principal or designee will meet with the student, parent/caregiver, and a member of the student success team to determine if the student has committed a suspendable act, and if it is a suspendable act, to determine the disciplinary action, terms of probation, suspension duration, and/or expulsion.

Expulsion

A student may be dismissed from GGCS for any of the following major violations or for repeating any violation listed under suspension:

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events (E.C. 48915 (c) (2))
Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code) (E.C. 48915 (c) (5))
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion) (E.C. 48915 (c) (3))
- Inflicting or causing bodily harm to any person on campus
Committing or attempting to commit a sexual assault or committing a sexual battery (Section 48900[n])
- Assault or battery, or any threat of force or violence directed toward anyone
- Fighting (discretionary)
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction included under Education Code sections 48900 to 48926 and considered sufficiently serious by the School Director (multiple suspensions, consistent defiance, etc.)

GGCS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal. GGCS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

GGCS shall ensure the appropriate interim placement of students during and pending the completion of GGCS's student expulsion process. GGCS will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. GGCS will also ensure staff is knowledgeable about and complies with the GGCS Policy. If the student receives or is eligible for special education, GGCS shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process.

Discipline Policy

GGCS will also ensure staff is knowledgeable about and complies with the CCCOE's Discipline Policy. If the student receives or is eligible for special education, GGCS shall identify and provide special education programs and services at the

appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the CCCOE.

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

All GGCS policies will provide students due process, and conform to applicable federal and state law. GGCS will notify the Contra Costa County Office of Education of any expulsion and provide data on expulsions and suspensions as part of its annual report to the County Office of Education.

STRS/PERS/Social Security

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. Ed. Code, § 47605, subd. (b)(5)(K).

Employees of GGCS will participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or federal Social Security depending upon each individual's eligibility. Enrollment in these programs will be monitored by the Business Services Department of the Superintendent of Schools as part of the business service contract.

Attendance Alternatives

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

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

Employee 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 [here, County Office of Education] after employment at a charter school. Ed. Code, § 47605, subd. (b)(5)(M).

GGCS employees are considered employees of the County Superintendent. The GGCS employees have all employment rights and privileges of similar County of Education employees, including the representation of an exclusive representative such as membership in an applicable bargaining unit, and those rights and privileges specified in the Education Code, County Office of Education Board Policy and Administrative Regulations, and any Collective Bargaining

Agreement (CBA) applicable to employees of the County Superintendent. However, no public school employee shall be required to work at GGCS, and no public employee may be required by the terms of a CBA to accept a non-voluntary transfer or reassignment to GGCS. Employees may exercise their right to be a member of a union, association or other professional organization while employed at the GGCS in accordance with Education Code Section 47611.5.

Any employee of the County Superintendent who chooses to leave their existing position to work at GGCS shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate certificated or classified salary schedule for their position applicable to employees of the County Superintendent. GGCS employees shall be informed of their rights in the same manner as other employees of the County Superintendent. The CCCOE payroll department will be responsible for the payment of social security and applicable taxes for GGCS employees.

Employees of the County Superintendent who resign from employment to work at GGCS and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The GGCS shall not have any authority to confer any rights to return on a local educational agency's employees.

Dispute Resolution Procedures

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

Except as to those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to provisions of the Petition which arises between GGCS and the Contra Costa County Superintendent of Schools and/or Contra Costa County Board of Education shall be resolved as follows:

- a. **Employee Issues:** The principal of the GGCS shall meet with the County Superintendent to discuss any issue or disagreement related to the provisions of the Charter covering employees. After a full discussion of any such issue, the County Superintendent shall have five (5) working days to render a final and binding written decision setting forth the resolution of the issue.

Other Issues: Any disagreement between GGCS and the Contra Costa County Board of Education over a provision of the Charter that does not address an employee issue shall be presented by the principal to the County Superintendent for review and discussion. In the event this informal meeting fails to resolve the dispute, the Superintendent and

Principal shall meet jointly to identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal. The costs of the mediator shall be split equally between the County Office of Education and the Charter School. 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 County Office of Education and the Charter School.

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. Ed. Code, § 47605, subd. (b)(5)(O).

GGCS does not intend to close. However, in the interest of planning for contingencies, the following outlines a school close-out process.

Documentation of Closure Action

The decision to close GGCS, for any reason, will be documented by an official action of the Contra Costa County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent, or designee, will act as the designated responsible entity to conduct closure-related activities. All required records, including a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence will be provided to the Superintendent, or designee. All pupil records, CALPADS (California Longitudinal Pupil Achievement Data System) information, state assessment results, and any special education records will be maintained there as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

The GGCS will provide advance notice to the charter authorizer, parents/caregivers, teachers and community of any consideration for Board action of school closure of at least nine months unless unfeasible due to exigent circumstances.

In the event that this Charter is revoked, denied renewal, or terminated for any reason, all assets of the GGCS shall be returned and remain or become the property of the County Superintendent.

Exclusive Employer/Collective Bargaining

Governing Law: A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. Ed. Code, § 47605, subd. (b)(6).

For the purposes of the Educational Employee Relations Act, the County Superintendent is and will continue to be the exclusive employer of the employees assigned to work at the GGCS.

GGCS will be a dependent charter school of the CCCOE. As such, all employees will be considered the employees of the County Superintendent for the purposes of the Education Employment Relations Act (EERA), unless otherwise mutually agreed in writing. Applicable leave balances shall be transferred with the employee as per CCCOE policy. Years of service credit will be approved by the County Superintendent and will follow applicable CCCOE collective bargaining unit agreements. Employment by GGCS provides rights to employees as outlined in the applicable Collective Bargaining Agreement applicable to similar employees of the County Superintendent. GGCS shall comply with the EERA.

Other Petition Components

Term of Charter

The Petitioners request a new charter school pursuant to Education Code Section 47605 for a term of five years from July 1, 2017 through June 30, 2022.

Date of Opening and Students to Be Served

On approval of the charter petition, the Petitioners plan to open GGCS for instruction no later than July 15, 2017, with authorization to offer instruction for students in 7th-12th grade.

Notification upon Approval

Upon approval of the charter petition, the Petitioners will provide a written notice of the approval to the State Superintendent of Public Instruction and the State Board of Education. Petitioners also agree, upon approval of the petition, to provide notification to all school districts in which a CCGS site will operate.

Local Control Funding Formula Accountability

Under the local control funding formula (LCFF) funding system, revenue limits and most state categorical programs have been eliminated. The LCFF creates funding targets based on student characteristics and provides greater flexibility to use these funds to improve student outcomes.

For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that are calculated based on student demographic factors.

As part of the local control funding formula (LCFF), school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

Budget and Financial Reporting

GGCS will ensure that it operates using a sound financial model. Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis, please find the following documentation:

- Budget assumptions
- A projected first-year budget including startup costs and cash flow
- Financial projections for the first three years of operation

These documents are based upon the best data available to the GGCS petitioners at this time, including the most recent financial projections under the Local Control Funding Formula. The projected cash flow includes a \$350,000 loan for the purpose of meeting start-up cash requirements during the first few years of operation. Petitioners suggest a loan from the CCCOE on mutually agreeable terms, which will be repaid at the end of each year plus interest equivalent to what would have been earned had the funds been invested in the County Treasurer's investment pool. GGCS shall provide reports to the CCCOE as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the CCCOE:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of GGCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the CCCOE, State Controller, State Department of Education and the County Superintendent of Schools.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the CCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

GGCS will provide reporting to the CCCOE as required by law and as requested by the CCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP). Additionally, GGCS will maintain the minimum State required budget reserves.

GGCS agrees to submit to the right of the CCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, GGCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the CCCOE.

Insurance

GGCS shall secure and maintain through the CCCOE, as a minimum, insurance as set forth below to protect GGCS from claims which may arise from its operations. The following insurance policies are required:

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect GGCS from claims under Workers' Compensation Acts, which may arise from its operations;
- General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name CCCOE as an additional insured.

GGCS keeps on file certificates signed by an authorized representative of the insurance carrier.

Oversight

Pursuant to California law, the County Superintendent and CCCOE will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the CCCOE may charge for the actual costs of supervisory oversight of not to exceed one (1) percent of the revenue of GGCS. The CCCOE may charge up to three (3) percent of the revenue of GGCS if GGCS is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of GGCS" is defined as the amount received in the current fiscal year from the local

control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. Administrative support including payroll, fiscal services, human resources, education services, retirement, technology, insurance, etc. are covered through the charging of the agencies standard indirect cost rate and other fees.

Audit and Inspection of Records – in addition to annual audit requirements

GGCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school is subject to CCCOE oversight.
- The CCCOE’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of GGCS.
- The Board of Education is authorized to revoke this charter for, among other reasons, the failure of GGCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement. Accordingly, the CCCOE hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the County Office of the Inspector General or other means. GGCS will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days’ notice to GGCS. When 30 days’ notice may defeat the purpose of the audit, the CCCOE may conduct the audit upon 24 hours’ notice. In addition, if the county receives an allegation of waste or fraud or abuse related to GGCS’s operation, GGCS will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigation Unit.

Financial Reporting

GGCS will draft a complete set of fiscal control policies and procedures for the school’s operation. GGCS shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Transportation

Because GGCS is a school of choice serving students in grades 7 - 12, it will be the responsibility of students themselves or parents/guardians, as appropriate, to provide transportation to and from the school. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

GGCS is committed to ensure students from across Contra Costa County are able to access its program. For this reason, GGCS will explore a variety of public and private transportation options to ensure students are supported in their attendance at our school.

Material Revisions

In accordance with the Education Code section 47607, GGCS may present a petition for a material revision of this charter at any time to the Contra Costa County Board of Education.

Conclusion

By approving this charter for the establishment of GGCS, the County Board of Education 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 GGCS petitioners are eager to work independently, yet cooperatively with the County Board of Education to establish the highest bar for what a charter school can and should be. To this end, the GGCS petitioners pledge to work cooperatively with the CCCOE to answer any concerns concerning this Charter and to present the CCCOE with the strongest possible proposal requesting a five year term to begin operation in August 2017. Upon the granting of this charter, GGCS will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education.

APPENDIXES

- A. Workforce Investment Opportunity Act (WIOA)
- B. Attendance Tier Data RTI
- C. CCCOE School Attendance Review Board (SARB)
- D. Golden Gate Community School Handbook
- E. Career Technical Education Course Catalog
- F. Diablo Valley College Concurrent Enrollment
- G. Tutoring
- H. GGCS Calendar 2016-17
- I. Individualized Learning Plan
- J. CCCOE Independent Study Policy
- K. Intake Packet
- L. Independent Study Master Agreement
- M. Multi-Year Budget/Cash Flow Projections
- N. Notice to Parents
- O. Core Courses (Odyssey Ware)
- P. Professional Development Speaker Series 2016-17
- Q. Professional Development Calendar 2016-17
- S. School Attendance Review Team (SART) Contract
- T. Teachers Signature of Approval Form
- U. Approved Textbook List
- V. CCCOE Sexual Harassment Policy
- W. CCCOE Local Control Accountability Plan (LCAP)
- X. Master Plan for English Learners