

Grass Valley Charter School Charter Document



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A Dependent Charter of the Grass Valley School District
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AFFIRMATIONS AND DECLARATION

Grass Valley Charter (“GVCS” or the “Charter School”), located within the boundaries of the Grass Valley Elementary School District (“GVSD” or the “District”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Grass Valley Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in

statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

EXECUTIVE SUMMARY

This petition seeks authorization to renew the charter petition for the Grass Valley Charter school for the term.

Mission Statement

The mission of Grass Valley Charter School is to inspire students to achieve high standards, create quality work, and embrace lifelong learning and service through EL Education. We strive to develop students who are not only academically proficient but also individuals of character who contribute to making the world a better place.

Educational Philosophy: EL Education

GVCS is a credentialed EL Education school. Our approach is built on the belief that learning is an active process. We move beyond traditional rote memorization to foster deep inquiry through:

- **Learning Expeditions:** Challenging, interdisciplinary, long-term studies that connect students to the real world.
- **Crew:** A daily practice and culture that ensures every student is known well and supported by a peer group and a staff member, fostering a sense of belonging and agency.
- **The 10 Design Principles:** Principles such as *The Primacy of Self-Discovery*, *Empathy and Caring*, and *Service and Compassion* guide our school culture and instructional decisions.

A Unique Dual-Program Model

To meet the diverse needs of our community, GVCS operates two distinct yet integrated pathways:

1. **The Core Program (TK-8):** A classroom-based model where students participate in collaborative Learning Expeditions, intensive fieldwork, and school-wide "Exhibitions of Learning."
2. **Discovery Studies (TK-8):** A robust home-study (independent study) program that empowers parents as primary educators. Supported by credentialed Education Supervisors, families access instructional funding, specialized curriculum, and on-campus enrichment classes, ensuring a flexible but rigorous academic experience.

The Three Dimensions of Student Achievement

At GVCS, we define success through a holistic lens:

- **Mastery of Knowledge and Skills:** Students demonstrate deep understanding and the ability to apply their learning to new contexts.
- **Character:** Students develop "Habits of Character" (Responsibility, Integrity, Compassion, and Perseverance), becoming effective learners and ethical people.
- **High-Quality Student Work:** Students produce authentic work that demonstrates complexity, craftsmanship, and a commitment to excellence.

History and Community Impact

Founded in 1993 as one of California's first charter schools (Charter #22), GVCS has spent three decades as a cornerstone of the Grass Valley School District. Our school is more than just an academic institution; it is a community where fieldwork, adventure, and service learning are central to the student experience. By renewing this charter, GVCS continues its commitment to providing an innovative, choice-based educational environment that prepares students for the challenges of high school and the responsibilities of citizenship.

INTRODUCTION AND BACKGROUND

This petition seeks authorization to renew the petition for the Grass Valley Charter School, which was initially authorized by the California State Board of Education in 1993. This renewal petition is supported by current GVCS staff and families, along with other community members.

History

Grass Valley Charter School (GVCS) is a Transitional Kindergarten through 8th grade public charter school. We are the 22nd charter school in the state of California and one of a growing number in the country formally affiliated with the nationally recognized EL Education.

The Grass Valley Charter School program, created by founding teachers Ann Boger, Debbie Lathrop, and Suzie Byerrum, began as a home study program, and then developed into a core program. After that, Grass Valley Charter School developed its core program, where students received half-day instruction, in multi-grade classrooms with no running water. Teachers carried heavy buckets of soapy water so that the children would have a place to wash their hands. We did not have a principal, so teachers took on administrative duties. In spite of the challenging classroom environment and extra duties, the school was a warm, supportive, caring place.

From the very beginning, GVCS teachers have had a deep passion for providing the very best education for students. In those early years, teachers were looking for an identity. At a Charter School conference, founding teacher Lori Davis picked up the phone eagerly to call her colleagues back at home, “We’ve found it!” After hearing a workshop led by Expeditionary Learning leadership, Lori knew she’d found a vision for Grass Valley Charter School: EL Education.

In 1998 we signed the contract with EL, and by 1999 we were writing our very first Expeditions (long term interdisciplinary, project based units of study) . Given our town’s unique history as a Gold Rush mining town, our first Expedition represented that rich history. This Expedition, “Tales and Trails,” continues to be an integral part of the fourth grade curriculum today.

Our partnership with EL began with a very strong foundation. EL school designers led excellent professional development, providing fodder for mastery of academic skills and content, high-quality work, and character. This important foundation saw us through years of less support from EL, when we simply couldn’t afford their professional services. At the time, we were one of only two EL schools in California. Almost immediately, we were asked to go to other EL schools, and mentor and teach others about EL. Our teachers intuitively taught the EL dimensions of student achievement. From the outset, we were revising to create high quality work. GVCS was a leader with EL instantaneously. We centered our vision around the dimensions of student achievement, the Design Principles, and school culture.

As EL was growing and changing, Grass Valley Charter School was growing and changing, too. We started out with year-long Expeditions, weaving all content-area curriculum into these Expeditions. We hired an adventure teacher and teaching science standards and character through adventure became a critical part of our program. After that, with the advent of the Common Core and Next Generation Science Standards, these Expeditions became shortened to semester-long. By challenging students with rock climbing, rafting, backpacking, snowshoeing and skiing, that feeling of family and crew became stronger. On fieldwork, our students

exemplify mastery of skills and knowledge, and character. Numerous experts acknowledge, “I’ve never had a kindergartner ask so many brilliant questions.” In the classroom, on fieldwork and on adventures, we are family.

That family feeling resonates not just with the students, but with the staff, as well. Former twenty-two year staff member Cissy Murphy posits, “The culture of our school drew me in the beginning. The shared leadership model created an atmosphere at our school that takes away the ‘us’ and ‘them.’” In our school, from the outset and today, everyone genuinely cares for everyone else. And everyone has a voice. This approach was critical when we started without a principal, and teachers took on administrative duties such as answering the phone. Today, this matters still as our strategic plan and important decisions are decided by everyone.

Present and Future

We have changed a great deal, but we remain steadfast to our early principles of passionate idealism. Former GVCS teacher Merry Byles explains, “EL Education changed my personality from being scared of the world to ready to embrace it.” Now, we are focused on keeping our practice authentic, training new staff, and inspiring other schools nationwide and worldwide with our approach. Our adventure program and outdoor science garden program makes us unique. We have improved immensely, and we continue to learn and grow and change.

Since opening our doors in 1993 our enrollment has steadily increased to 557 students even as many other local schools have seen student populations decline. We attribute this to our exceptional staff, committed parents, and the educational philosophy behind EL Education. We operate two different options that incorporate these EL Education Principles: Core and Discovery Studies. We also operate a before and after school care program.

Today GVCS currently serves a diverse student body through two distinct but unified programs:

The Core Program: A traditional classroom-based TK-8 model focused on semester-long Learning Expeditions.

Discovery Studies: A TK-8 home-study program that facilitates independent learning through professional guidance, enrichment classes, and community events.

Both programs share the same mission, mission-aligned "Habits of Character," and the EL Education Three Dimensions of Student Achievement.

The student population reflects the community with 33 percent being socio-economically disadvantaged, 9 percent of our students are categorized as special education, and approximately 17.4 percent are of an ethnicity other than white.

The GVCS and the Grass Valley School District enjoy a close relationship. There is a partnership and a cooperation that exists that can't be spelled out in a document. This spirit of cooperation is part of all decisions about how GVCS shall run and is what, in many ways, makes GVCS a truly unique educational opportunity for students. The GVCS student enrollment cap is 1,200 students.

In recent history GVCS has added an additional grade level, Transitional Kindergarten (TK). This replaced our long running preschool program, and has become the new main entry point

for most families at our school. Additionally, GVCS has undergone a significant staffing change as all of the founding teachers and many teachers who have been a guiding light have retired in recent years. Regardless, we are steadfast in our commitment to our model and principles that have been a cornerstone of our program for decades.

GVCS students have outperformed students in the local district, county, and state in all subjects on standardized tests. Our low income and English Learners have shown especially strong academic growth, more than doubling the percentage of students showing proficiency in English-Language Arts in one year. They consistently report high engagement on student surveys and are enthusiastic about coming to school.

Both the student and parent survey results from 2018-19 are similar to those from the 2017-18 school year.

Highlights from our 24-25 Student Survey Results

- 91.7% of students agree that they have strong, safe, and healthy relationships with other students at school.
- 96.5% of students agree that they have strong, safe, and healthy relationships with their teacher.
- 96.5% of students agree that they learn about subjects that are important to them in their classes.

Highlights from our 24-25 Family Survey Results

Parents at our school also give GVCS high praise. Parents are an integral part of our community, collaborating to continually improve the school. Parents learn together through parent education evenings and create social bonds during school events such as picnics, fieldwork, and actively participating through our parent leadership groups, Crew 24 and the GVCS Foundation.

- 95% of parents agree with the following statement: “My child/family feels safe and connected to their school.”
- 97% of parents agree with the following statement: “My child is provided a well balanced and engaging learning environment.”
- 97% of parents agree with the following statement: “My child's school values parent input and participation.”

As a school community GVCS seeks to be responsive to students’ and families’ needs, and continually improve teaching and learning. We are dedicated to building upon our successes in the next five years.

Financial Sustainability

GVCS in coordination with the District has chosen to budget prudently in an effort to grow a financial reserve. GVCS is financially self-sufficient with a healthy reserve, which is projected to continue to stay stable the next five years with the ability to weather potential financial downturns due to any decreased State or Federal funding.

Conclusion

This charter petition addresses the 15 elements required by the California Education Code and demonstrates a solid plan to continue as a flourishing, dependent charter school within the Grass Valley School District. By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, encourage the use of different and innovative teaching methods, and provide parents and pupils with expanded choices in education. We are eager to continue to work cooperatively with the District to address any questions or concerns about this charter petition in order for the chartering authority to make the findings necessary for charter renewal for the proposed five year charter term from July 1, 2026 to June 30, 2031.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle track).

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

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

The California Department of Education has deemed Grass Valley Charter a middle-tier charter school. GVCS does, in fact, fit into the middle tier, and is eligible for charter renewal, as demonstrated here: <https://www.cde.ca.gov/sp/ch/documents/perfcats26.xlsx>.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

A charter petition renewed pursuant to Education Code Section 47607.2(b) may be granted a renewal of five (5) years.

As clearly demonstrated by the evidence above, GVCS meets this renewal criteria, and should be granted a renewal term of five (5) years.

ELEMENT 1 – EDUCATIONAL PROGRAM

Governing Law: (i) “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.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(c)(5)(A)(i) and (ii)

OUR MISSION

The mission of Grass Valley Charter School is to inspire students to achieve high standards, create quality work, and embrace lifelong learning and service through EL Education.

OUR VALUES

At Grass Valley Charter School, we...

- **understand** that individuals learn best through purposeful experiences that provide opportunities to become active learners -- taking responsibility for their own learning
- **value** the use of the world existing beyond the classroom walls in order to teach compassion, service, discipline and respect
- **develop** a sense of civic and social activism in students
- **believe** that we have a responsibility to provide stewardship of the Earth
- **focus** on development of individual character steeped in our “design principles” and “character traits”.
- **foster** a culture of reflection, critique and revision
- **incorporate** project-based learning, fieldwork and the arts into purposeful and rigorous Expeditions
- **blend** a strong sense of community, supportive environments, and parent involvement

EL Education

EL Education is a proven model for comprehensive school reform for elementary, middle and high schools. It emphasizes learning by doing, with particular focus on character growth, teamwork, reflection and literacy. Teachers connect high quality academic learning to adventure, service and character development through a variety of student experiences including interdisciplinary, project-based learning expeditions.

Core Components of EL Education at GVCS

Expeditions: Learning expeditions are long-term, in-depth studies that offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills.

Fieldwork: Fieldwork complements each classroom's curriculum by providing physical experiences that enhance more traditional classroom learning. Simply put, fieldwork takes students out of the classroom and into the world, connecting classroom learning with real-world issues, restoring rivers, rehabilitating wildlife, educating and serving the community.

Adventure: This program most commonly takes the form of stand alone experiences. Instead of being grounded in classroom expeditions, adventures are designed and scaffolded by grade level to create optimal situations for experiencing and fostering the character traits and developing the hard skills associated with each adventure.

Service: Service takes on many forms at Grass Valley Charter School. Often it is embedded within an Expedition in a way that heightens and lends authenticity, urgency and an application for their newly gained skills. This authenticity is the cure for the age-old question asked of teachers by their students: "Why do I need to know this?" Students immersed in authentic service learning always know "why."

Crew: *"We are crew, not passengers."* This motto defines the relationship between students and staff at GVCS. Crew is a daily practice where a small group of students meets with a staff member to build a strong, inclusive community. It is the primary engine for social-emotional learning (SEL) and character development. In Crew, students engage in team-building activities, reflect on the school's "Habits of Character," and perform academic check-ins. It ensures that every student is "known well" by at least one adult and a consistent peer group, fostering a sense of belonging and accountability. Crew shifts the school culture from a collection of individuals to a collaborative team where students support one another's success.

Passages: Passages are high-stakes assessments that mark a student's transition at the end of 8th grade. Passages require students to demonstrate that they are ready for the next phase of their education by reflecting on their growth across the Three Dimensions of Student Achievement. Students curate a digital portfolio of their best work and defend their readiness before a panel of teachers, family members, and community experts. This process builds vital public speaking and self-reflection skills, providing a sense of closure and accomplishment as students move from elementary to middle school, or middle school to high school.

Student-Led Conferences (SLCs): GVCS moves beyond the traditional parent-teacher conference by placing the student at the center of the conversation. SLCs shift the responsibility of reporting progress from the teacher to the student, reinforcing the idea that students are the primary drivers of their own learning. Once a year, students lead a formal meeting with their

parents/guardians and teacher. Using their Portfolios of Learning, students present evidence of academic mastery, discuss their "Habits of Character," and set specific, measurable goals for the next term. SLCs teach students to analyze their own data, articulate their strengths and challenges, and take pride in their academic journey.

Taken together these tools are supported by the character we build in our students through the incorporation of both the four habits of work and learning, five habits of character, as well as the ten guiding principles of EL Education.

GVCS Habits of Work and Learning (HOWLS) and Habits of Character (HOCS)

Habits of Work and Learning	Habits of Character
Crew We are crew, not passengers. We work together, do our part and take care of each other. Responsibility We are increasingly responsible for our own learning and support others in their learning. We show up and are prepared. We demonstrate self-control with focus and attention to detail. Craftsmanship We produce high quality work by attending to detail and following criteria. We foster a culture of reflection, critique, and revision to create beautiful products. Perseverance We demonstrate grit by maintaining effort through increasingly difficult challenges. We identify obstacles and frustrations as opportunities to grow.	Compassion We show kindness to others, and practice empathy. We support others and listen with an open mind. We work to understand others' perspectives. Respect We treat others the way that we would like to be treated. We practice active listening. We seek and accept diverse ideas & experiences. Social Justice We thoughtfully advocate or take action when we see unfairness. We work effectively to create positive change in our community and the world. We value and participate in service to others. Stewardship We take action and promote the responsible use of resources. We value and participate in service that fosters care for the planet and inhabitants. Integrity We do the right thing. We are trustworthy. We treat others with dignity and respect.

EL Design Principles

1. The Primacy of Self-Discovery

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas

Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

GVCS Graduate Profile

GVCS values skills that motivate students to be lifelong learners. In alignment with EL Education's Three Dimensions of Student Achievement; Mastery of Knowledge and Skills, Character, and High Quality Work; we aim to have students graduate GVCS with this profile:

1. Mastery of Academic Knowledge & Skills

Graduates demonstrate deep proficiency in core disciplines and the ability to apply that learning in real-world contexts.

- Graduates demonstrate deep proficiency in core disciplines and the ability to apply that learning in real-world contexts.
- Critical Thinking: Analyzes, evaluates, and synthesizes complex ideas while considering multiple perspectives.
- Effective Communication: Writes, speaks, and presents ideas clearly across various media.
- Active Learning: Takes personal responsibility for their own learning process and stays curious about the world.

2. High-Quality Work

Students are not judged solely by test scores, but by the excellence of their products and performances.

- Craftsmanship: Creates work that is accurate, beautiful, and the result of multiple rounds of critique and revision.
- Authenticity: Produces original work that connects to real-world issues and is meaningful to the community beyond the school.
- Complexity: Demonstrates higher-order thinking and the ability to transfer understanding to novel, meaningful tasks.

3. Character

Character development is steeped in Design Principles that prepare students for civic and social change.

- Effective Learners (HOWLs): Develops perseverance, initiative, and responsibility—essential traits for success in college and careers.
- Ethical People: Acts with integrity, empathy, and respect, standing up for what is right.
- Global Citizens & Stewards: Demonstrates a sense of service and social justice, acting as a responsible steward of the Earth.

- **Spirit of Adventure:** Embraces challenges and the unexpected, using both success and failure as opportunities for growth.
- GVCS graduates view themselves as members of a Crew, not just passengers.
- **Collaborative Leadership:** Works effectively in teams, valuing diverse ideas and collective progress.

With this profile we believe our students will be adequately prepared for the fast changing world they have in front of them.

What It Means To Be An Educated Person In The 21st Century

At Grass Valley Charter School, we believe that being an "educated person" goes beyond the acquisition of facts. In an era where information is limitless, education is no longer about what a student can memorize, but what they can do with what they know. To be educated in the 21st century is to be an active explorer, a collaborative Crew member, and a contributor to a better world.

Our vision is rooted in three distinct dimensions of achievement:

I. Mastery of Knowledge and Skills: The Mind of an Inquirer

Success in a rapidly changing world requires cognitive agility. GVCS students are not passive recipients of information; they are investigators. We prioritize the ability to think critically, solve novel problems, and apply academic concepts to real-world "Expeditions."

- **Deep Inquiry:** Rather than rote learning, students develop a "coherent body of knowledge" through deep dives into complex topics.
- **Information Literacy:** Students must be resourceful, knowing how to access, analyze, and synthesize data from a wide range of digital and physical mediums.
- **Transferable Skills:** Reading, writing, and computing are viewed as tools for communication and discovery, allowing students to navigate new challenges with flexibility.

II. Character: Crew, Not Passengers

We believe that academic excellence is hollow without the development of a strong ethical core. At GVCS, being "educated" means mastering the social-emotional skills necessary to navigate a diverse, interconnected world.

- **Collaboration & Crew:** Inspired by the mantra "We are Crew, not passengers," our students learn that their success is tied to the success of others. They develop the empathy and communication skills required for effective teamwork.
- **Resilience and Agency:** 21st-century learners must be self-motivated and persistent. We foster a "growth mindset" where challenges are seen as opportunities for discovery rather than obstacles.
- **Cultural Competence:** To be a global citizen, our students must be able to interact effectively with a wide range of people, valuing diverse perspectives and practicing compassionate leadership.

III. High-Quality Work: Craftsmanship with Purpose

In the 21st century, an educated person is defined by the quality and authenticity of their contributions. We challenge our students to produce work that matters—not just for a grade, but for an audience beyond the classroom.

- **Craftsmanship:** Students learn to refine their work through multiple drafts and critique, striving for excellence and "beautiful work."
- **Authentic Contribution:** Whether through service learning, fieldwork, or public presentations, our students see themselves as active members of their community.
- **Global Stewardship:** An educated citizen understands the interdependence of our world and uses their skills to solve problems that improve their environment and the lives of others.

The ultimate goal of Grass Valley Charter School is to graduate students who are self-directed, competent, and lifelong learners. We prepare them not just for the next grade level, but for a lifetime of change, ensuring they have the courage and the competence to lead a purposeful life in a global society.

Students Served: Target Student Population and Community Interest

Grass Valley Charter School (GVCS) serves students in Transitional Kindergarten through Eighth Grade (TK–8). As a school of choice within the Grass Valley School District, GVCS primarily serves families residing within district boundaries in Grass Valley and Nevada City, while welcoming students from across Nevada County as well as adjacent counties.

GVCS attracts families seeking a rigorous character-driven education. Our target population includes families who value the EL Education model, which emphasizes high-quality work, authentic "Expeditions," and a strong "Crew" culture. GVCS is committed to serving a student body that reflects the socioeconomic and ethnic diversity of the greater Grass Valley community.

Since its inception, GVCS has maintained a reputation for excellence, resulting in consistent high demand and stable enrollment.

- **Historical Growth:** GVCS has evolved from its early years into a robust TK–8 program, currently serving approximately 560 students.
- **Retention:** GVCS enjoys exceptionally high retention rates, often exceeding 92% annually. This stability is a testament to the deep sense of "Crew" among families and staff, with many students remaining at GVCS from TK through their 8th-grade graduation.
- **Waitlists:** Demand remains high, particularly at the entry grades (TK/Kindergarten) and the middle school transition (6th Grade). GVCS consistently maintains waitlists across multiple grade levels, demonstrating a clear and ongoing need for the EL Education model in the Sierra Foothills.

Grass Valley Charter is deeply tied to the culture of Nevada County, a community that prizes creativity, environmental stewardship, and civic engagement. GVCS meets a specific identifiable need for a Discovery-based approach within public education. By utilizing fieldwork, local experts, and service learning, GVCS turns the local community into a classroom. This connection

to the Gold Country and the Yuba River watershed is a hallmark of our Expeditions and a primary driver of parent interest.

Diversity and Socioeconomic Balance

GVCS is committed to ensuring that the benefits of an EL Education are accessible to all students, particularly those from underserved backgrounds. While Nevada County demographics differ from coastal regions, GVCS actively works to mirror and exceed the diversity of the sponsoring District.

As an EL Education school, we believe that diversity is a resource. We strive to attract a population that is socioeconomically diverse, recognizing that students from all backgrounds benefit from a character-based, high-stakes academic environment.

The following data reflects the most recent available demographic snapshots for the Grass Valley School District and Grass Valley Charter School.

Student Population Comparison (2024-25 school year)		
Student Group	GVCS	GVSD
Total Enrollment	546	1,613
Socioeconomically Disadvantaged (SED)	33.20%	58.70%
English Learners (EL)	0.20%	4.00%
Students with Disabilities (SWD)	6.70%	12.80%
White	81.50%	70.90%
Hispanic or Latino	8.80%	20.30%
Two or More Races	3.90%	4.20%
Asian	1.70%	1.70%
American Indian / Alaska Native	0.40%	1.60%
Black or African American	0.00%	0.90%

As outlined in EL's Three Dimensions of Student Achievement, GVCS serves students by focusing on Character as much as Academic Mastery. We believe that an educated person in the 21st century must be able to work across lines of difference. By fostering a diverse and inclusive Crew, we prepare our students to be active, compassionate, and responsible members of the Grass Valley community and the world beyond.

Attendance and Instructional Minutes

Grass Valley Charter School maintains an academic calendar that typically aligns with the Grass Valley School District to support community cohesion. The school year consists of 180 days of instruction, exceeding the 175 days required for charter schools.

GVCS meets or exceeds all state requirements for annual instructional minutes. To accommodate the 12:30 PM Early Release on Fridays, instructional minutes are strategically

front-loaded into the Monday–Thursday schedule to ensure all students receive the required high-quality instruction time.

Attendance Expectations

As an EL Education school, being present is a core tenet of our Habits of Character.

- **Crew Accountability:** Because students work in collaborative teams to solve problems and build on each other’s learning, an absence is viewed as an absence from the Crew. We promote attendance not just as a personal responsibility, but as a responsibility to the crew.
- **Policy:** GVCS complies with all state compulsory education laws. We utilize a positive-reinforcement approach through MTSS (Multi-Tiered System of Supports) to encourage high attendance rates, which historically remain above the state average.

Enrollment Projections

GVCS serves a stable population and is projected to have enrollment between 550-566 students.

Grade Level Cluster	Projected Enrollment
TK	40
K-1st	96
2nd-3rd Grade	96
4th-5th Grade	96
6th-8th Grade	150
Discovery Studies Homeschool	88
Total Projected Enrollment	566

The GVCS schedule provides the consistency needed for deep inquiry while honoring the biological and social needs of developing children. The following is a draft schedule as minor adjustments may be made from year to year due to scheduling needs.

Monday – Thursday (Standard Full Day - Elementary)

Time Block	Activity	Description
8:30-9:00	Morning Crew	Relationship building, greeting, and academic goal setting
9:00-10:15	ELA	Integrated literacy and core Expedition Work
10:15-10:30	Morning Break	Recess and transition
10:30-11:40	Math	Direct instruction and workshop style application
11:40-12:00	Lunch and Recess	Community mealtime and movement
12:00-2:45	Expedition or Enrichment	Deep inquiry and interdisciplinary integration or time in a speciality class
2:45-3:00	Closing Crew	Debrief on learning targets and dismissal

Sample Middle School Schedule (6–8)

Our middle school shifts to a modified schedule to allow for specialized subject matter while maintaining the EL Education focus.

- **Core Blocks:** 120-minute blocks for Humanities (ELA/Social Studies) and STEM (Math/Science) (with breaks in the middle).
- **Encore/Electives:** Rotating blocks for Arts, PE, and specialized enrichment.
- **Advisory Crew:** A dedicated 30-minute block daily

Friday (Early Release for Professional Development)

The 12:30 PM Friday release is a critical pillar of our school's success. It allows for the collaborative planning time necessary to design high-level, interdisciplinary Expeditions.

Time Block	Activity	Description
8:30-9:00	Morning Crew	Community Check-in and Week in review
9:00-10:00	Mathematics	Focus on fluency and review
10:00-10:15	Break	Supervised Recess
10:15-12:15	Expedition	Deep inquiry and interdisciplinary integration
12:15-12:30	Closing Crew	Debrief on learning targets and dismissal

Staff Professional Development: 1:30 PM – 3:30 PM

Once students are dismissed on Fridays, GVCS staff engage in:

- **Teacher Crew:** Strengthening the adult culture of the school.
- **Curriculum Design:** Designing and refining the interdisciplinary Learning Expeditions.
- **Data Inquiry:** Reviewing student work through the lens of the "Three Dimensions of Student Achievement."
- **Common Planning Time:** Collaboration across the grade levels to ensure vertical alignment of standards.

Components of Our Learning Environment

The learning environment at Grass Valley Charter School (GVCS) is a deliberate intersection of EL Education's "Three Dimensions of Student Achievement". The following components are considered critical to GVCS:

1. The Culture of Crew

At GVCS, Crew is both a daily practice and a way of being. The learning environment is designed to ensure that no student is a "passenger" in their own education.

- **Social-Emotional Safety:** The classroom is a place where mistakes are expected and critique is kind, helpful, and specific.
- **Shared Responsibility:** Through daily Crew meetings, students develop agency and collective responsibility for the classroom's culture, resolving conflicts and celebrating successes together.

2. Expeditionary Design: Real-World Inquiry

The physical and intellectual environment is centered around Learning Expeditions—long-term, interdisciplinary studies that connect students to the Grass Valley community and the natural world.

- **Authentic Contexts:** Students don't just read about local history or ecology; they engage in fieldwork and consult with local experts.
- **The Classroom as a Laboratory:** Walls are covered not with store-bought posters, but with work in progress, anchor charts, and evidence of student inquiry.

3. A Focus on High-Quality Work & Craftsmanship

A critical component of the GVCS environment is the belief that students can do more than they think possible.

- **Models, Critique, and Descriptive Feedback:** The environment prioritizes the process of **revision**. Students see high-quality models of work and engage in peer critique sessions to move their own work toward beautiful work.
- **Public Audience:** Because the loop culminates in significant projects, the environment is always oriented toward a Celebration of Learning. Knowing their work will be presented to parents and community members drives students to achieve professional-level craftsmanship.

4. Student-Engaged Assessment

At GVCS, the student is the most important user of data. The environment is rich with tools that help students track their own progress toward Learning Targets.

- **Ownership:** Students can articulate what they are learning, why they are learning it, and where they stand in relation to the goal.
- **Student-Led Conferences:** The two-year loop facilitates more meaningful student-led conferences, as the student and teacher can reflect together on growth over a significant period.

The strength of the learning environment at GVCS is further amplified by an expansive, interconnected network of families and community partners. In an EL Education school, parents are not merely observers or volunteers; they are essential members of the "Crew." The looping structure in grade K-5 serves as a powerful bridge for families, as they remain with the same teacher and parent cohort for two years. This continuity fosters deep relational trust and a collaborative partnership that is rare in traditional settings. By the second year of a loop, the Parent Crew has developed a shared language and a collective investment in the success of every child in the classroom. This long-term connection culminates in Student Led Conferences and Celebrations of Learning, where parents and family members provide the authentic audience necessary to motivate students toward high-quality craftsmanship and public speaking.

Beyond our families, the GVCS environment extends into the rich cultural and natural landscape of Nevada County. Central to our philosophy is the belief that the community is our classroom. We maintain a permeable wall between the school and the town, regularly bringing in local experts, from Yuba River ecologists to local historians, to provide real-world context for our Expeditions. In turn, our students venture out for fieldwork and service learning, ensuring that

their academic work serves a purpose beyond the classroom walls. This symbiotic relationship ensures that GVCS students see themselves as active, contributing citizens who are deeply rooted in their local community while being prepared to navigate the global one.

Curriculum and Instruction

Curriculum and Instruction at Grass Valley Charter School (GVCS) is designed to transform the classroom into a vibrant laboratory of inquiry. Rooted in the EL Education model, our approach moves away from passive learning and toward a rigorous, project-based framework that challenges students to become thinkers, researchers, and contributors.

I. The Core Framework: Learning Expeditions

At the heart of the GVCS curriculum are Learning Expeditions. These are long-term, interdisciplinary studies that align with California Common Core State Standards while connecting students to real-world issues and the local community.

- **Interdisciplinary Inquiry:** Expeditions weave together science, social studies, and English Language Arts into a single, cohesive narrative. Instead of learning subjects in isolation, a student might study the ecology of the Yuba River (Science) while reading indigenous folklore (ELA) and analyzing the history of the Gold Rush (Social Studies).
- **Case Studies:** Each expedition is anchored by a "case study", a deep dive into a specific person, place, or event that makes abstract concepts tangible.
- **Community Experts:** We frequently invite local professionals; engineers, artists, and historians; into the classroom to serve as experts, providing students with professional-level feedback and real-world context for their work.

II. Instructional Strategies: Student-Centered Mastery

GVCS employs research-based instructional practices that empower students to take ownership of their learning.

- **Learning Targets:** Every lesson begins with "I can" statements. These targets translate complex standards into student-friendly goals, allowing students to track their own progress and understand exactly what is expected of them.
- **The Workshop Model:** Instruction typically follows a workshop format: a brief "mini-lesson" of direct instruction, followed by a large block of active, collaborative work where the teacher facilitates and confers with small groups, concluding with a whole-class synthesis.
- **Student-Engaged Assessment:** Assessment is a transparent process. Students use rubrics and "checklists for success" to evaluate their own work and the work of their peers, ensuring they are active participants in their academic growth.
- **High Leverage Instructional Practices:** These research-based strategies are chosen for their high impact on student achievement and their ability to be practiced and refined by educators to ensure equitable outcomes for all learners.

III. High-Quality Work: The Culture of Revision

In a 21st-century learning environment, the final product matters. GVCS emphasizes **craftsmanship**.

- **Models, Critique, and Descriptive Feedback:** Students study professional models to understand what excellence looks like. They engage in a rigorous process of critique and revision, utilizing kind, helpful, and specific feedback to move through multiple drafts of a project.
- **Authentic Audience:** We believe students do their best work when it is for someone other than their teacher. Each grade level culminates in a Celebration of Learning, where students present their high-quality work to parents, experts, and the public.

IV. Beyond the Classroom: Adventure, Fieldwork and Service Learning

We believe that the most profound learning often happens outside the school walls. This permeable wall philosophy ensures that the curriculum remains relevant and impactful.

- **Adventure:** Character based excursions that present students with challenge by choice opportunities that push them and translate to academic pushes back at the school site.
- **Fieldwork vs. Field Trips:** Unlike traditional field trips which are often passive, **fieldwork** is active. Students go into the field—whether to a local watershed or a historical site—to conduct research, collect data, and act as professional investigators.
- **Service Learning:** Instruction is often tied to a community need. By applying their academic skills to solve real-world problems (e.g., creating a field guide for a local trail or designing a community garden), students learn that their education has the power to make a difference in Grass Valley.
- **Active Citizenship:** Through these experiences, students develop the Habits of Character—such as empathy and environmental stewardship—necessary to be responsible members of their community.

Developing or Adopting Curriculum and Teaching Methods

At Grass Valley Charter School (GVCS), we don't just "deliver" a curriculum; we design it. Our process for developing and adopting curriculum and teaching methods is a collaborative, research-based cycle that ensures lessons align with our EL Education philosophy and the California Common Core State Standards.

Because we are a "Teacher-as-Designer" school, our curriculum is a living entity that evolves with the needs of our students and the changing landscape of our community.

1. The Design Process: The "Backward Design" Model

When developing our interdisciplinary Learning Expeditions, our staff uses the Backward Design framework (Understanding by Design). This ensures that every activity serves a specific academic purpose.

- **Step 1: Identify Desired Results:** Teachers begin by unpacking state standards and identifying the "Big Ideas." They draft Learning Targets (I Can statements) that cover all three dimensions of achievement: Mastery, Character, and High-Quality Work.
- **Step 2: Determine Assessment Evidence:** Before planning lessons, teachers decide how students will prove their mastery. This includes traditional tests as well as "Performance Tasks"—authentic projects that show deep understanding.
- **Step 3: Plan Learning Experiences:** Only then do teachers design the "pathway." This includes selecting "anchor texts," planning fieldwork, and identifying which local experts will be brought in to support the study.

2. The Adoption Process: Research-Based & Philosophy-Aligned

When GVCS looks to adopt external curriculum materials (such as for Mathematics or Foundational Literacy), we use a rigorous vetting process. For a program to be adopted, it must meet three criteria:

1. **Inquiry-Based:** Does it encourage students to "figure things out" rather than just memorizing formulas?
2. **Evidence-Based:** Is there proven data showing it works for diverse learners?
3. **High-Engagement:** Does it allow for the "Workshop Model" where students are active and the teacher facilitates?

Example: GVCS adopted the **EL Education K-8 Language Arts Curriculum**, as it is nationally recognized for its high-interest topics, complex texts, and seamless integration of social justice and character. Our teachers can use this as a basis for creating their own Expeditions.

3. The Engine of Improvement: Friday Professional Development

The Friday 12:30 PM early release is where the "development and adoption" actually happens. We treat our staff as a Teacher Crew. During this time, we engage in:

- **Curriculum Mapping:** Teachers work together to ensure that what a student learns in Kindergarten perfectly bridges across grade levels, avoiding gaps or redundant repetition.
- **Looking at Student Work (LASW):** We use specific protocols to examine student work. If students are struggling with a concept, we adjust our teaching methods in real-time.
- **Peer Observation and Critique:** Much like our students, our teachers engage in peer critique. They visit each other's classrooms to observe EL Education Core Practices in action, such as how to lead a "Socratic Seminar" or manage a "Science Workshop."
- **Developing and Refining Expeditions:** Learning expeditions are never done being written. They are continually developed and improved to meet the needs of students and align to best practices.

4. Incorporating the Community

A unique part of our development process is the inclusion of the Grass Valley community.

- **Expert Integration:** When developing a new expedition (e.g., a study of local watersheds), teachers reach out to community partners like SYRCL (South Yuba River Citizens League) to ensure the science and fieldwork are authentic and accurate.
- **Community Review:** We often invite community members to view our final products to ensure that our curriculum remains relevant to the world outside the school.

Summary of Teaching Methods

Our adopted methods always prioritize Student Agency:

- **The Workshop Model:** Mini-lessons that are followed by Work Time, then a Debrief, and then opportunities for application.
- **Differentiated Instruction:** Using small groups to support students with IEPs, 504 plans, or EL needs within the Expedition block.
- **Student-Engaged Assessment:** Teaching students to use rubrics and data to drive their own next steps.

Professional Development

Professional development at Grass Valley Charter School (GVCS) is not a series of isolated workshops; it is a continuous, collaborative, and practitioner-led culture. By treating our staff as a "Teacher Crew," we ensure that the adults are engaging in the same habits of inquiry, critique, and revision that we expect from our students.

Our PD plan is built on two primary pillars: our Internal PD based upon our Work Plan and EL Network professional learning.

1. Friday Professional Development

The Friday early release is the most critical structural support for our EL Education implementation. This dedicated time allows our staff to move beyond administrative tasks and

dive deep into the "Three Dimensions of Student Achievement."

- **Expedition Design & Curriculum Mapping:** Teachers use this time to build their interdisciplinary Learning Expeditions. Working in their looping pairs (K/1, 2/3, 4/5), they map out standards, select high-quality anchor texts, and plan fieldwork. This ensures that the curriculum is a "living document" that responds to the specific needs of their current cohort.
- **Looking at Student Work (LASW):** We utilize specific protocols to examine student products. Teachers bring "work in progress" to their peers to receive kind, helpful, and specific critique. This helps calibrate our standards for "High-Quality Work" and allows us to adjust teaching methods in real-time if students are struggling.
- **Data Inquiry & MTSS:** Staff review academic and character data to identify students who need additional support. This collaborative time allows for the design of lessons or specific strategies for students with IEPs or EL needs.

2. The EL Education Network: National Expertise & Partnership

As a credentialed EL Education school, GVCS is part of a national network of high-performing schools. We leverage this network to provide our teachers with world-class training and a global perspective on education.

- **National Conferences:** Each year, a cohort of GVCS staff attends the EL Education National Conference. This is where teachers learn from the most innovative practitioners in the country and share our own best practices on a national stage.
- **Institutes & Site Seminars:** Our teachers attend specialized institutes focused on core EL practices, such as:
 - *Management in the Active Classroom:* Focused on culture and character.
 - *Curriculum Design Intensives:* Focused on building rigorous Expeditions.
 - *Site Seminars:* Teachers visit other "Mentor Schools" in the EL network to observe high-level instruction in action and bring those strategies back to Grass Valley.
- **Leadership Coaching:** Our school leadership works with an EL Education School Designer. This partnership provides an outside support who observes classrooms, coaches teachers, and helps us measure our progress against the EL Education Core Practices.

3. The "Teacher-as-Designer" Philosophy

We believe that when teachers are the designers of their curriculum that follow state standards, they bring a level of passion and expertise to the classroom that "off-the-shelf" programs cannot match.

- **Peer Observation & Critique:** Much like our students engage in peer critique, our teachers open their doors to one another. During Friday PD or through "Learning Walks," teachers observe a peer's lesson and provide feedback on specific Learning Targets.

4. Summary of Teacher Learning Cycles

PD Component	Frequency	Primary Focus
Friday PD	Every Other Friday	Expedition Design, LASW, and Site-Based Inquiry.
Grade-Level Band Loop Planning	Bi-Weekly	Horizontal alignment across grade levels Vertical alignment between K-1, 2-3, 4-5, and 6-8.
EL National Conference	Annual	National networking and "Big Picture" inspiration.
EL Regional Institutes	As Needed	Skill-building in specific EL Core Practices.

Supporting all Students

In alignment with our EL Education philosophy, Grass Valley Charter School (GVCS) believes that "diversity is a resource." We are committed to a model of Inclusive Excellence, where students of all abilities and backgrounds are full members of their "Crew" and have equitable access to rigorous Discovery Studies.

Our partnership with the Grass Valley School District (GVSD) allows us to leverage robust district-wide resources while maintaining a site-specific Learning Center Model that fits our unique instructional culture.

1. The Learning Center Model: Supporting the Whole Crew

Rather than a traditional "pull-out" model that isolates students, GVCS utilizes a Learning Center Model. This approach treats the entire school as a fluid learning environment where support follows the student.

- **Integrated Support:** Our Education Specialists and Instructional Assistants work alongside general education teachers within the classroom. This ensures that students

with Individualized Education Programs (IEPs) participate in the high-level inquiry and fieldwork of our Learning Expeditions.

- **The Hub of Intervention:** The Learning Center serves as a specialized space where students can receive targeted, small-group instruction in a quiet environment when needed. This is not a "place students go," but a resource for specific, goal-oriented intervention (e.g., intensive literacy or math support).
- **Collaborative Partnership:** Because we are integrated with GVSD, our staff works with District psychologists, speech pathologists, and occupational therapists to ensure a comprehensive "wrap-around" service for students who need them.

2. Identification of Special Populations

GVCS employs a proactive Multi-Tiered System of Supports (MTSS) to ensure that no student's needs go unrecognized.

Students with Disabilities (Special Education)

- **Child Find & The SST Process:** We follow all federal and state "Child Find" requirements. Our primary tool for identification is the Student Success Team (SST). When a teacher or parent notices a student is struggling academically or socially, we convene a team, including the teacher, parents, an administrator, and the Education Specialist, to design interventions.
- **Evaluation:** If a student does not respond to Tier 2 interventions within the general education classroom, we initiate a formal assessment process through our GVSD partners to determine eligibility for an IEP or 504 Plan.

English Language Learners (ELL)

- **Identification:** Upon enrollment, all families complete a Home Language Survey. If a language other than English is spoken in the home, the student is assessed using the English Language Proficiency Assessments for California (ELPAC).
- **Instructional Support:** We utilize a dual-pronged approach:
 - **Integrated ELD:** Language support is woven into our Expeditions, using visual scaffolds and vocabulary "anchor charts."
 - **Designated ELD:** Targeted small-group sessions focused on English language development, often led by our ELD Specialist.

High-Achieving and Gifted Students

- **Identification:** We look for students who demonstrate exceptional depth of inquiry, creativity, or leadership.
- **Depth, Not Speed:** Rather than simply giving high achievers more work, we focus on differentiation through depth. High-achieving students are challenged to take on more complex "Performance Tasks" or serve as peer mentors during critique sessions. Our "Low Floor, High Ceiling" tasks ensure that while all students meet the standard, there is no

limit to how far an advanced student can take their research or craftsmanship.

Socioeconomically Disadvantaged and At-Promise Youth

- **Barrier Removal:** GVCS identifies students who may be experiencing housing instability (McKinney-Vento) or economic hardship through the Confidential Income Survey.
- **Equitable Access:** We ensure that financial barriers never prevent a student from participating in our experiences. All fieldwork, expert visits, and materials for "Beautiful Work" are provided by the school to ensure every student in the Crew has the same opportunity to excel.

3. Student-Engaged Assessment for All

A hallmark of our special populations' support is Student-Engaged Assessment. We believe that when students, including those with disabilities or EL needs, understand their own Learning Targets, they gain a sense of agency.

Education Specialists and classroom teachers work together to scaffold these targets, ensuring that every student can articulate their progress toward mastery, regardless of their starting point.

To support the rigorous inquiry of EL Education and the "Three Dimensions of Student Achievement," Grass Valley Charter School (GVCS) provides a technology-rich environment where digital tools serve as a workbench for high-quality work. We believe technology should be a tool for creation, research, and communication, rather than just a medium for passive consumption.

All students engage in an annual Student Led Conference where they reflect and present their learning to their parents. In addition, 8th grade students present a Passage capstone presentation of what they learned overall as a student at GVCS as well as a reflection on who they have become as a student. Both are prime examples of our utilization of authentic assessments.

A. Alignment with Instructional Program and State Assessments

At GVCS, technology resources are strategically aligned to support our Learning Expeditions and ensure all students are prepared for 21st-century demands.

- **Instructional Alignment:** Students use technology to conduct fieldwork research, collaborate on shared documents, and use professional-grade software to create products for their Celebrations of Learning (e.g., digital mapping, graphic design, and video editing).
- **State Assessment Readiness:** Our hardware and infrastructure are fully compliant with CAASPP (Smarter Balanced) requirements. We ensure that students are not only familiar with the devices but also proficient in the digital navigation and keyboarding skills necessary to accurately demonstrate their knowledge on state assessments.
- **Staff Resources:** All instructional staff are provided with laptops and integrated classroom technology (such as interactive displays and document cameras) to facilitate

the Workshop Model and data-driven instruction.

B. Materials Availability and Student-to-Computer Ratio

We maintain a student-to-computer ratio that ensures technology is a seamless part of the daily curriculum rather than a scheduled "event."

- **1:1 Ratio (Grades 2–8):** Students in our 2/3, 4/5, and 6-8 grade bands have 1:1 access to Chromebooks. This allows for immediate research and the ongoing revision of work.
- **K–1st Grade Access:** Our youngest learners in the K/1 loop utilize classroom sets of Chromebooks. This 2:1 or 1:1 access (depending on the activity) supports foundational literacy and math through interactive, age-appropriate platforms while maintaining a primary focus on tactile, hands-on learning. Our TK students do not utilize electronic devices as part of their learning experience.
- **Non-Digital Materials:** In alignment with the "Craftsmanship" dimension of EL Education, GVCS heavily invests in physical materials. This includes high-quality art supplies, scientific field equipment (microscopes, water testing kits), and diverse classroom libraries that provide "mirrors and windows" for our student population.

C. Adaptive Technology for Special Education

In coordination with our Learning Center Model and the Grass Valley School District, GVCS provides robust adaptive technology to ensure that students with disabilities can fully participate in the "Crew."

- **Universal Design for Learning (UDL):** Many adaptive features are built directly into our standard Chromebook interface, such as "Speech-to-Text," "Text-to-Speech," and screen magnifiers, making support discrete and inclusive.
- **Specialized Tools:** For students with specific IEP or 504 requirements, we provide:
 - **FM Systems** for hearing amplification.
 - **Alternative Input Devices** (specialized mice/keyboards).
 - **Adaptive Software** for non-verbal communication or intensive phonetic support.
- **Individualized Support:** Our Education Specialists work with students in the Learning Center to master these tools, ensuring technology acts as a bridge to, rather than a barrier from, the general education curriculum.

D. Technology Standards, Digital Assessments, and Professional Learning

Our approach to technology is grounded in the ISTE (International Society for Technology in Education) Standards and the California Common Core Technology Standards.

- **Digital Citizenship:** Using the *Common Sense Media* framework, we teach students to be "Responsible Crew Members" online. This includes lessons on digital footprint, cyberbullying, and evaluating the credibility of online sources, a critical 21st-century skill for our Discovery Studies.
- **Digital Assessments:** Beyond state testing, we use digital tools for formative assessment (e.g., iReady or similar benchmarks) to track student growth in real-time. This

data is reviewed during our Friday Professional Development sessions to adjust instruction.

- **Professional Learning:** We utilize staff meeting time to ensure staff have the necessary skills to meet the needs of their students.

Non-Classroom Based Learning: Discovery Studies

Discovery Studies Program Design

The Discovery Studies program is an independent study model that empowers parents as partners in their child's education. Key components of the program include:

- **Education Supervisors (ES):** Every family is paired with a credentialed Education Supervisor. Mandatory meetings occur every 20 school days to review student work, track progress toward state standards, and provide pedagogical support.
- **Curriculum & Funding:** Students receive an annual instructional fund (\$2,000) to purchase approved curriculum, supplies, and extracurricular opportunities. This allows for a highly personalized learning path that meets each student's unique needs.
- **EL Education Integration:** Even in a home setting, students engage in "Learning Expeditions" (such as *Passport to Cultures* or *Early California History*). These expeditions allow homeschoolers to dive deep into inquiry-based projects that align with the school-wide EL focus.
- **Campus Enrichment & Community:** Discovery Studies students are fully integrated members of the GVCS community. They have access to:
 - Weekly enrichment classes and fieldwork opportunities.
 - The dedicated Discovery Studies Resource Room and a 3,000+ item library.
 - GVCS extracurriculars, including middle school athletics, dances, and campus events.
- **Academic Expectations:** Discovery Studies maintains high rigor, requiring daily engagement in Math and Language Arts, with Science, Social Studies, and Physical Education integrated 2-3 times per week.

ELEMENTS 2 AND 3 – MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

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

Grass Valley Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

GVCS has set high expectations for its students and staff.

To achieve this, students need to:

- Perform academically at or above grade-level in all subject areas. They need to demonstrate their understanding and comprehension in multiple forms of assessment including writing, presentations, portfolios, demonstrations, performances, and CAASPP tests
- Have the creative thinking, adaptability, and resourcefulness as well as the collaboration skills necessary to become socially and emotionally competent
- Be persistent and engaged in learning to continue on to high school, college, and beyond as lifelong learners who are motivated to continue learning.

GVCS's student outcomes are designed to align with the school's mission, curriculum, and assessments, the Common Core State Standards for Literacy and Mathematics, the Next Generation Science Standards, and the California State Standards for Social Studies. GVCS believes outcomes and assessments should inform curriculum and instruction, and, like learning styles, there are multiple forms of assessment. No one measure alone will constitute a sole indicator of progress.

GVCS has created goals and measures of student achievement to ensure that we meet our mission, and that we meet federal and state goals for all subgroups attending our school. GVCS will continue to examine and refine our student and school outcomes over time to reflect our mission and any changes to state or local standards.

Assessment in Discovery Studies

In addition to state-mandated testing (CAASPP), Discovery Studies students demonstrate mastery through monthly work samples submitted to their Education Supervisors and participation in program-wide exhibitions. This ensures that home-study outcomes are consistent with the high standards of the GVCS Core program.

Charter School Goals and Outcomes That Align with The State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), following is a table describing GVCS's annual goals to be achieved in the state priorities, both school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), as well as outcomes in the State Priorities, and specific annual actions to achieve those goals.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, GVCS has separated out the state priorities into "sub priorities."

The following chart delineates the GVCS school-wide and subgroup goals, actions, and outcomes aligned to the state's priorities that apply for the grade levels served by GVCS and the methods for measuring progress. They are all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.).

In addition to the multiple measures of student progress throughout the year, indicated in the chart below, and described more fully in the sections that follow the chart, GVCS will adapt its assessment rubrics to requirements that result from evolving state and federal requirements.

State Priority #1— Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Sub Priority A – Teachers

Goals to Achieve Sub Priority

GVCS will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and fully credentialed.

All English Learners will be supported by an appropriately credentialed ELD Teacher.

All Special Education Students will be supported by an appropriately credentialed Special Education Resource Teacher.

Measurable Outcomes

1. 100% of GVCS Classroom, ELD, and Special Education Resource Teachers are appropriately assigned, as reported in the annual SARC and the California Dashboard.

2. 100% of GVCS Classroom, ELD, and Special Education Resource Teachers are fully credentialed, as reported in the annual SARC and the California Dashboard.

3. 100% of GVCS Classroom, ELD, and Special Education Resource Teachers are qualified, as reported in the annual SARC and the California

	Dashboard.
Actions to Achieve Goal	Methods of Assessment
Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.
Ensure ELD teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.
Ensure Special Education Resource Teachers hold a valid CA Special Education Credential as defined by the CA Commission on Teaching Credentialing (CCTC).	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.
Verify all teachers are qualified.	Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.

Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.	Successful completion of a rigorous interview process that incorporates feedback from multiple stakeholders including Principal, other teachers, and parents.
Sub Priority B – Instructional Materials	
Goal to Achieve Sub Priority	All GVCS students, including all subgroups, will have access to a range of current instructional strategies and CCSS aligned materials that serve different styles, paces, and preferences.
Measurable Outcome(s)	100% of GVCS students, including all subgroups, have access to up-to-date, standards-aligned instructional materials in their classrooms, as reported in the annual SARC and the California Dashboard.
Action to Achieve Goal	Method of Assessment
School leaders and faculty research and create or obtain up-to-date, standards-based instructional materials aligned to CCSS.	Review of yearly scope and sequence and unit plans and materials.
Allocate budget to purchase needed curriculum materials.	School Budget.
Sub Priority C – Facilities	

Goal to Achieve Sub Priority	School facilities will be maintained in good repair, as defined by California Education Code §17002.
Measurable Outcome	All students, including subgroups, will use facilities that receive a Good or Exemplary rating according to the State of California's Facility Inspection Tool.
Action to Achieve Goal	Method of Assessment
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Inspection with Facility Inspection Tool, daily spot checks, and regular walkthroughs.
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Maintenance records. Improvement records as reflected in Board of Directors written records.
Sub Priority D – Technology	
Goal to Achieve Sub Priority	Teachers and students, including all subgroups, will have appropriate access to technology. GVCS will ensure all students, including all subgroups, are proficient in grade-appropriate technology skills.

Measurable Outcomes	1. GVCS has 1 to 1 access to devices for each of our K-8th grade students, including all subgroups. 2. 100% of classrooms have presentation technology. 3. 100% of classroom teachers have a computer. 4. Internet uptime during school hours is 98% and response time is 10 seconds or less. 5. 100% of graduating 8th graders, including all subgroups, can type on computers, use word processing, conduct research online, and write papers using Google docs.
Actions to Achieve Goal	Method of Assessment
Provide mobile computer carts with laptops in all 2nd-5th classrooms. Ensure that the number and type of student computers are sufficient for CAASPP testing.	Annual Inventory of Devices; purchase new devices as needed.
Equip classrooms with presentation technology	Annual Inventory of Devices.
Provide each teacher with a computer	Annual Inventory of Devices.
Ensure reliable Internet access, based on a stable network infrastructure, and sufficient wireless bandwidth to support	Internet Uptime percentage and average response time reports from Internet Service Provider and school routers.

computers.	
Provide 2nd-5th grade students, including subgroups, with instruction and guidance in the use of computers for word processing and Internet research.	Review of yearly, unit, and daily lesson plans.

State Priority #2— Implementation of State Standards Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Sub Priority A – State Standards Implementation	
Goal to Achieve Sub Priority	All GVCS curricula will be aligned to the CCSS. The School will ensure that all students, including all subgroups, engage in relevant, motivating, learning experiences that integrate collaboration, communication, creativity, and—in the upper grades—the use of technology.
Measurable Outcomes	1. 100% of teachers share at least two Expedition Planners each year which show alignment with CCSS. 2. GVCS students, including all subgroups, perform at comparable rates of proficiency in CAASPP testing as Grass Valley School District elementary students District-wide.
Actions to Achieve Goal	Methods of Assessment
Align curriculum to CCSS.	Review of yearly, unit, and daily lesson plans. Interim assessment data and Smarter Balanced assessment results.

Incorporate CCSS curriculum alignment review into the agendas of Professional Development and Wednesday afternoon teacher meetings.	Staff Meeting Agendas Professional development schedules.
Provide professional development and leadership opportunities around curriculum and instruction.	Professional development schedules.
Sub Priority B – EL Students & Academic Content Knowledge	
Goal to Achieve Sub Priority	All students, including all subgroups, will have access to instructional materials aligned to CCSS. GVCS, in coordination with GVSD, will provide specific support for struggling students in English Learner and other student subgroups.
Measurable Outcomes	1. 100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS. 2. 100% of teachers utilize CA State ELD Standards to amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy).
Action(s) to Achieve Goal	Method(s) of Assessment
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions.	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results. EL student portfolios.
Align curriculum to CA ELD Standards.	Review of yearly, unit, and daily lesson plans.
Provide a broad range of high-quality, standards-aligned instructional resources that	Annual Inventory of Instructional Materials and assessment rubrics.

facilitate EL's access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD standards.	
Integrate district ELD teacher to work directly with students and support classroom teachers in the implementation of CCSS content material.	Personnel records.
Sub Priority C – EL Students & English Language Proficiency	
Goal to Achieve Sub Priority	All GVCS EL students make progress to become proficient in English.
Measurable Outcomes	1. 90% of EL students will maintain or grow their prior year's English Language Progress Indicator (ELPI) Level, based upon their results on the ELPAC, through targeted instruction and assessment. 2. 100% of EL students receive ongoing support from classroom teacher and ELD teacher.
Action(s) to Achieve Goal	Method(s) of Assessment
EL students work with the ELD teacher as needed for support in reading and writing development, as well as content vocabulary and concepts.	Formative, interim, and summative assessment data (reading levels, writing checklists, math assessments, science and social studies assessments) and student portfolios.
Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.	ELPAC results. Site based reading assessment. Site based writing assessment. EL Student portfolios.

State Priority #3— Parental Involvement

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs.

Sub Priority A – Achieving/Maintaining Parental Involvement

Goal to Achieve Sub Priority	Parents, including parents representative of all subgroups, will be an integral part of the GVCS community. Parents will view GVCS as receptive to their input and involvement.
Measurable Outcomes	2. At least 10 parents serve on Crew 24. 3. At least 80% of Parent Survey respondents, including parents representative of all subgroups, “agree” or “strongly agree” that GVCS welcomes parents’ contributions and actively seeks the input of parents before making important decisions.
Actions to Achieve Goal	Methods of Assessment
Solicit parent feedback through annual (or more frequent) surveys.	CDE’s California School Parent Survey
Collect and respond to parent concerns in a respectful and timely fashion.	Parent feedback file.

Sub Priority B – Promoting Parent Participation

Goal to Achieve Sub Priority	GVCS consults with parents on LCAP goals, actions, outcomes, and metrics. Parents are welcomed, including those who are representative of subgroups, to participate in classroom and GVCS community events.
Measurable Outcomes	At least 40% of parents choose to volunteer during the school year, including in class, on

	fieldwork, on committees, or in other ways. Volunteering is not a requirement, but parents will be welcomed to participate.
Actions to Achieve Goal	Methods of Assessment
Conduct parent meetings to consult with parents during the LCAP development process.	Conduct parent survey to gather feedback. Annual LCAP. Parent meeting minutes. Parent Survey.
Encourage parental volunteerism at Back to School night.	Volunteer rosters. Back to School night packets.
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational meetings, via the school newsletter.	Volunteer rosters. Archive of school newsletters. 40% of annual parent survey respondents, including those who are representative of subgroups, indicate that they have volunteered.
Sub Priority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	
Goal to Achieve Sub Priority	GVCS consults with parents of unduplicated students and students with exceptional needs on LCAP goals, actions, outcomes, and metrics. At least 40% of parents who represent unduplicated students, and students with exceptional needs choose to volunteer during the school year, including in class, on the Board of Directors or Community Council, on committees, driving on fieldwork, working on project preparation for teachers at home, helping with performances, or in other ways. Volunteering is not a requirement, but parents will be welcomed to participate.
Measurable Outcomes	At least 50% of LCAP goals are supported through feedback from parent surveys.
Actions to Achieve Goal	Methods of Assessment
Conduct parent surveys to consult with parents of unduplicated students and students with exceptional needs during the LCAP	Conduct parent survey to gather feedback. Annual LCAP. Parent meeting minutes. Parent Survey.

development process.	
Encourage parental volunteerism at annual Back to School night.	Volunteer rosters. Back to School night packets.
Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational meetings, via the school newsletter.	Volunteer rosters. Archive of school newsletters. 40% of annual parent survey respondents, including those who are representative of subgroups, indicate that they have volunteered.

State Priority #4— Student Achievement Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
Sub Priority A – CAASPP	
Goal to Achieve Sub Priority	Students will become proficient readers and writers of the English language. Students will become proficient in mathematical skills and content. Students will master concepts in Science and Social Studies.

Measurable Outcome(s)	1. 80% or more of all students demonstrate at least one year of growth on the English Language Arts portions of the California Assessment of Student Performance and Progress (CAASPP) assessments. 2. 80% or more of Free and Reduced Price Lunch qualified students demonstrate at least one year of growth on the English Language Arts portions of the California Assessment of Student Performance and Progress assessments. 3. 80% or more of all students are classified as being at or above grade level on school reading assessment. 4. 80% or more of all students meet grade level expectations in writing according to in school writing assessment. 5. 80% or more of all students demonstrate at least one year of growth on the Mathematics portions of the CAASPP assessments. 6. 80% or more of Free and Reduced Price Lunch qualified students demonstrate at least one year of growth on the Mathematics portions of the CAASPP assessments. 7. 80% or more of all students show mastery of math concepts on unit assessments. 8. 80% or more of all students show mastery of science and social studies concepts on unit assessments. 9. Low income pupils at GVCS (i.e., those who qualify for Free and Reduced Price Lunch program) will on average score higher than GVSD low income pupils' averages on CAASPP
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	assessments.
Action(s) to Achieve Goal	Method(s) of Assessment
Support student progress towards mastery of standards using inquiry-based transdisciplinary units that help students make connections between subject areas and individual concepts/skills. Teachers use research-based instructional methods.	Review of yearly, unit, and daily lesson plans, and unit and semester assessment data.
Create an inclusive and supportive environment for all students by providing appropriate intervention and enrichment programs as needed.	Review of yearly, unit, and daily lesson plans. Notes from Student Success Team meetings. Intervention Teacher schedule.
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	ELA and Math Interim Assessments.
Sub Priority B – UC/CSU Course Requirements (or CTE) [Not Applicable]	
Sub Priority C – EL Proficiency Rates	
Goal to Achieve Sub Priority	EL students will make progress toward EL proficiency each year.

Measurable Outcome(s)	1. 90% of EL students increase ELPAC ELPI level each year.
Action(s) to Achieve Goal	Method(s) of Assessment
Monitor EL students to assure they are making expected progress.	Reading, Writing, and Math formative assessments, ELPAC scores. Student progress reports.
Use the CCSS EL standards to guide instruction of EL students.	Review of yearly, unit, and daily lesson plans.
Give individualized instruction with focused English Language support.	Review of yearly, unit, and daily lesson plans.
ELD teacher works with classroom teachers to support EL students, and with small groups of EL students.	ELD teacher schedule.
Sub Priority D – EL Reclassification Rates	
Goal to Achieve Sub Priority	English Learner reclassification rates will meet or exceed the District's EL reclassification rate for K-6.
Measurable Outcomes	GVCS meets or exceeds the GVSD 3 year rolling average percentage of EL students reclassified each year as a percentage of the previous year's EL total.

Action(s) to Achieve Goal	Methods of Assessment
ELD teacher works with classroom teachers to help EL students to become proficient in English and to become reclassified. Students continue to be monitored and supported by ELD teacher and classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support.	ELD teacher schedule. Reclassification statistics. Formative assessments in reading, writing, math.
Provide ongoing monitoring and support of students after becoming reclassified.	Formative assessments in reading, writing, math, science, social studies. Interim Language Arts and math assessments. ELPAC tests.
Sub Priority E – AP Exam Passage Rate [Not Applicable]	
Sub Priority F – College Preparedness/EAP [Not Applicable]	

State Priority #5— Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Sub Priority A – Student Attendance Rates

Goal to Achieve Sub Priority	GVCS will maintain a high average daily attendance rate, schoolwide and for all subgroups.
Measurable Outcome	ADA rates are at least 96%.
Actions to Achieve Goal	Methods of Assessment
Monitor attendance records of students.	Monthly reports. Principal apportionment period attendance rates reports.
Educate parents about the importance of regular school attendance.	Parent meeting records. School newsletters.
Have a conference with parents of children, including subgroups, who miss school regularly to encourage regular attendance.	Meeting records of Principal, Teachers, and/or Family Outreach/Support Coordinator.

Sub Priority B – Student Absenteeism Rates	
Goal to Achieve Sub Priority	GVCS will have a chronic absenteeism rate (defined as missing 10% or more of school days), including for all subgroups, below the state average.
Measurable Outcomes	As demonstrated by the annual release of the California School Dashboard results, GVCS will have a Chronic Absenteeism rate that is lower than the State average.
Action(s) to Achieve	Method(s) of Assessment
Incorporate a social-emotional curriculum,	Review of yearly, unit, and daily lesson plans.
Conduct regular community building events and activities.	Master schedule.
Provide support for struggling students from Intervention teacher.	Intervention Teacher schedule.
Note: All actions listed under Sub Priority A of Priority #5 also apply to Sub Priority B of Priority #5.	
Sub Priority C – Middle School Dropout Rates [Not Applicable]	
Sub Priority D – High School Dropout Rates [Not Applicable]	
Sub Priority E – High School Graduation Rates [Not Applicable]	

State Priority #6— School Climate

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Sub Priority B – Pupil Expulsion Rates

Goal to Achieve Sub Priority	GVCS minimizes pupil expulsion for all student subgroups by implementing various methods to support students who are struggling.
Measurable Outcomes	GVCS expulsion rate is less than 1% in any given year, and less than 0.5% averaged over any 6-year period schoolwide and for all subgroups.
Actions to Achieve Goal	Methods of Assessment
Work with parents of students who are struggling to consider other methods of support.	Suspension records. Records of Principal meetings with parents.

Note: All actions listed under Subpriorities A and B of Priority #5 and Sub Priority A of Priority #6 also apply to Sub Priority B of Priority #6.

Sub Priority C – Other School Safety and School Connectedness Measures (Surveys)

Goal to Achieve Sub Priority	Students and adults in the GVCS community will participate in creating an environment in which students feel connected and physically
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	and emotionally safe. Students, teachers, and parents will report a sense of safety and school connectedness. The GVCS community will support students in all subgroups and teachers to achieve cultural competency: the will and ability to create, nurture, and sustain authentic relationships across differences.
Measurable Outcomes	1. 80% or more of faculty and parents, including parents representative of subgroups, report that the school provides a safe environment for students on annual surveys 2. 80% or more of faculty and parents, including parents representative of subgroups, report that the school engages students. 3. 80% or more of all surveyed students, including subgroups, report positive scores on School Connectedness Scale questions of the California Healthy Kids Survey (or similar). 4. 80% or more of all students, including subgroups, report positive scores on School Protective Factor questions of the California Healthy Kids Survey (or similar).
Actions to Achieve Goal	Methods of Assessment
Incorporate a social-emotional curriculum.	Review of yearly, unit, and daily lesson plans.
Hold regular classroom meetings to discuss issues.	Classroom schedules.
Conduct regular community building events and activities.	Master schedule.

Invite parents to school events and celebrations.	Archive of school newsletter.
Provide parents with an outlet to discuss concerns via the Crew 24.	Crew 24 minutes.
Conduct annual surveys of students, teachers, and parents.	School Climate Survey, Parent Survey, Student Survey.

State Priority #7— Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Goal to Achieve Priority	GVCS provides all students, including all subgroups, access to a broad course of study.
Measurable Outcomes	1. 100% of students, including all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups,

	are provided PE classes 200 minutes every two weeks.
Actions to Achieve Goal	Methods of Assessment
Provide all students, including all subgroups, with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Master Schedule. Review of yearly, unit, and daily lesson plans.
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedule.

State Priority #8—Other Student Outcomes Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
Sub Priority A – English	
Goal to Achieve Sub Priority	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.
Measurable Outcome	80% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts portions

	of the CAASPP assessments.
Actions to Achieve Goal	Methods of Assessment
Use CCSS to guide ELA instruction.	Review of yearly, unit, and daily lesson plans, as well as formative and interim assessment data and student portfolios.
Monitor student progress in English-Language reading, writing, and speaking.	Reading assessments, Writing checklists, CAASPP assessments.
Sub Priority B – Mathematics	
Goal to Achieve Sub Priority	All students, including all subgroups, will acquire appropriate grade level mathematical skills.
Measurable Outcome	80% or more of all students, including all subgroups, demonstrate at least one year of growth on the Mathematics portions of the Smarter Balanced assessment.
Actions to Achieve Goal	Methods of Assessment
Use CCSS to guide mathematics instruction.	Review of yearly, unit, and daily lesson plans.
Monitor student progress in mathematics.	Math unit assessments, teacher observation and formative assessments, exit slips, interim assessments, Smarter Balanced assessment results.
Support students struggling in math.	Teacher schedules & student progress on formative, interim, and summative assessments.

Sub Priority C – Social Sciences	
Goal to Achieve Sub Priority	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.
Measurable Outcomes	80% or more of students, including all subgroups, earn a rating of “understands content and concepts” (or equivalent) on social studies progress reports.
Actions to Achieve Goal	Methods of Assessment
Use California’s History-Social Science Content Standards to guide instruction.	Review of yearly, unit, and daily lesson plans.
Monitor student progress in social studies.	Assessments and self-assessments of projects and written work, GVCS progress reports.
Sub Priority D – Science	
Goal to Achieve Sub Priority	All students, including all subgroups, will understand science concepts and scientific thinking.
Measurable Outcome(s)	1. 80% or more of all 5th and 8th grade students, including all subgroups, score proficient or advanced on the science portion of the California Science Test. 2. 80% or more of all students, including all subgroups, earn a rating of “understands content and concepts” (or equivalent) in

	science on GVCS progress reports.
Actions to Achieve Goal	Methods of Assessment
Use Next Generation Science Standards for California to guide instruction.	Review of expedition plans.
Teachers use hands-on, interactive activities to increase interest and competence in science.	Review of expedition plans.
Monitor student progress in science.	Teacher observation, walkthroughs, assessments of science projects and classwork, CAASPP, GVCS progress report, student portfolios.
Sub Priority E – Visual and Performing Arts	
Goal to Achieve Sub Priority	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in specialized art classes.
Measurable Outcomes	1. 100% of students, including all subgroups, do at least one art project per month as part of their daily classroom instruction. 2. 100% of students, including all subgroups, have the opportunity to participate in at least one performance per school year, and at least 95% participate.
Actions to Achieve Goal	Methods of Assessment
Incorporate art projects into	Review of expedition plans.

Expeditions	Student portfolios.
Offer art, music and poetry instruction to all students.	Master schedule.
Sub Priority F – Physical Education	
Goal to Achieve Sub Priority	Students, including all subgroups, will receive physical education instruction each week.
Measurable Outcome	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons), participate in an average of 200 minutes of PE every two weeks.
Actions to Achieve Goal	Methods of Assessment
Retain PE teacher.	Personnel records.
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Master schedule
Sub Priority G – Health (grades 1-6 only)	
Goal to Achieve Sub Priority	Fifth grade students, including all subgroups, learn appropriate skills to ensure physical and emotional health.
Measurable Outcomes	1. 100% of students, including all subgroups, are provided health education.
Actions to Achieve Goal	Methods of Assessment
Incorporate a	Review of yearly, unit, and daily lesson plans.

social-emotional curriculum.	
Include a health component in classes.	Review of yearly, unit, and daily lesson plans.
Sub Priority H – Foreign Languages (Grades 7-12 only) [Not Applicable]	
Sub Priority I – Applied Arts (Grades 7-12 only) [Not Applicable]	
Sub Priority J – CTE (grades 7-12 only) [Not Applicable]	

ELEMENT 4 - GOVERNANCE STRUCTURE

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

Grass Valley Charter School operates as a dependent charter school of the Grass Valley School District. This means the school is a legal entity of the district and functions under the governance and authority of the Grass Valley School District Board of Trustees.

Grass Valley School District Board of Trustees

The district board serves as the final governing body for the school. It holds the legal responsibility for the charter and oversees its fiscal and academic health. The board is responsible for approving the charter petition, adopting school policies, and making final decisions on personnel and budget matters. All decisions made by the district board regarding the school are conducted in public meetings in accordance with the Brown Act.

Charter Council

The Charter Council acts as the primary advisory body to the district board of trustees. This group ensures that a diverse range of perspectives from within the school community is heard at the governance level.

- **Membership:** The council consists of seven members including the school administrator, two core teachers, one discovery studies teacher, a representative from the parent leadership group, one classified employee representative, and one member of the Grass Valley School District Board of Trustees.
- **Responsibilities:** The council makes program recommendations to the district board and proposes changes to the charter document as well as oversight of both the Core and Discovery Studies programs.
- **Operations:** The council meets a minimum of two times per year. Meetings are conducted according to applicable public meeting laws to ensure transparency.

Parent Leadership Group - Crew 24

To foster and coordinate involvement from families, a Parent Leadership Group meets regularly. This group consists of one parent representative from each teacher's classroom, though meetings remain open to all parents.

- **Purpose:** The goal of this group is to maximize and increase parent involvement.
- **Activities:** Members support teachers and the school by compiling results from parent surveys, forming subcommittees of volunteers, and serving as a central resource for any

parent wishing to volunteer.

- Oversight: The school administrator directs the activities of this group, and the Charter Council provides oversight.

All Parent Meetings

The school holds comprehensive parent meetings. These gatherings include events such as back to school night and Celebration of Learning.

- Communication: These meetings serve to communicate with and gain input from all parents.
- Strategic Planning: A primary purpose is to discuss and recommend modifications to the strategic plan goals and objectives.
- Information Sharing: Input gathered from parents is shared with the school principal, the strategic plan group, or the Charter Council as appropriate to ensure parent voices inform school-wide decisions.

Expectations for Parent Involvement

Parental involvement is an integral part of the school community. Families demonstrate this commitment in several specific ways:

- Volunteer Guidelines: Families adhere to the volunteer guidelines outlined in the parent and student handbook.
- Active Membership: Parents are encouraged to be active members of the school community to support the educational mission.
- Parents will meet all requirements for background checks, fingerprinting, etc.

Charter School Staff Meetings

The staff, including the administrator, certificated teachers, contracted personnel, and classified personnel, meet periodically. The purpose of these meetings is to monitor the daily operations of the programs and the various options offered through the school. These meetings allow the staff to collaborate on instructional methods and ensure the smooth functioning of the site.

Administration and District Coordination

The school administrator coordinates and facilitates the general operations of the school. To maintain alignment with the authorizing district, the administrator meets regularly with the Grass Valley School District administration. This coordination ensures that the school remains in compliance with district standards while maintaining its unique instructional identity.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

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

The school ensures that all employees possess the necessary qualifications to support the academic and social-emotional growth of students. As a dependent charter of the Grass Valley School District, we adhere to the district's standards for hiring while seeking individuals who are uniquely suited for the EL Education model.

General Requirements for All Staff

All employees must meet the legal requirements for working in a California public school. This includes:

- Criminal record summary clearance from the Department of Justice and the Federal Bureau of Investigation.
- Proof of a negative tuberculosis test.
- Verification of eligibility to work in the United States.
- Compliance with district policies regarding workplace safety and ethics.

Certificated Staff Qualifications

In accordance with Education Code Section 47605, all teachers will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

- Classroom Teachers: Teachers in the elementary and middle school programs must hold a valid Multiple Subject or Single Subject credential appropriate for their grade level and subject area. Additionally, all teachers must have a valid authorization to teach English Learners.
- Special Education Teachers: Education Specialists must hold the appropriate Education Specialist Instruction Credential. They must also be familiar with the Learning Center model and be able to collaborate with general education teachers to provide inclusive support.
- Administrative Leadership: The school principal must hold a valid Administrative Services Credential and demonstrate a deep understanding of the EL Education framework. The principal is responsible for instructional leadership, staff evaluation, and site management.

Professional Qualities and Skills

While state credentials ensure a baseline of professional knowledge, our school prioritizes several key qualities during the selection process to ensure alignment with our educational

philosophy:

- Experience with project-based or inquiry-based learning.
- Ability to design and implement interdisciplinary curriculum.
- Commitment to fostering a culture of character and citizenship.
- Skill in using student-engaged assessment and descriptive feedback.
- Willingness to collaborate in a professional learning community and participate in peer critique.

Classified Staff Qualifications

Classified staff members provide essential support to the instructional program and school operations.

- Instructional Assistants: Must meet the requirements of the Every Student Succeeds Act, which includes at least 48 semester units of college credit or passing a rigorous local assessment.
- Office and Support Staff: Selected based on their professional experience, communication skills, and ability to manage the administrative needs of a school environment.

Selection and Evaluation Process

The recruitment and selection of staff are conducted in partnership with the Grass Valley School District. The process includes a review of credentials, interviews with a selection committee, and a demonstration of instructional practice for teaching positions when possible. Once hired, employees are evaluated according to district policies, unless a separate process is board approved, and the California Standards for the Teaching Profession. Additional feedback is provided on the implementation of the specific core practices that define the school culture.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

In order to provide safety for all students and staff, Grass Valley Charter has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts and alignment with the Grass Valley School District.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of GVCS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. GVCS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. GVCS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The GVSD human resources technician shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by GVSD. GVCS will provide annual training on child abuse and neglect reporting requirements to employees and persons working on their behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment and as mandated by Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once every four years thereafter, as required by Education Code Section 49406. GVCS staff will be notified by the GVSD human resources technician in advance of the expiration of current tuberculosis clearance certificates and will provide updated tuberculosis clearances every four years.

Immunizations

All enrolled students 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

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

Vision, Hearing, and Scoliosis

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

Suicide Prevention

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

Emergency Preparedness

GVCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the Charter 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 the Charter School.

Staff shall receive training in emergency response, including appropriate 'first responder'

training or its equivalent.

Bloodborne Pathogens

GVCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious substances 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.

Nutritionally Adequate Free or Reduced Price Meal

GVCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from GVCS
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Bullying Prevention

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

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

The Charter School 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. GVCS 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. GVCS shall arrange for fire inspections from the local fire department/authorities. GVCS shall conduct fire drills monthly as required under Education Code Section 32001. GVCS shall secure a Certificate of Occupancy from the applicable local land use permitting authority prior to the start of school, if required by law.

Comprehensive Discrimination and Harassment Policies and Procedures

GVCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, gender, gender identity, gender expression, color, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation.

GVCS has a comprehensive policy and has included it in the relevant GVSD and GVCS handbooks to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer

session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

ELEMENT 7 - STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. - Education Code Section 47605(c)(5)(G).

GVCS will continue, as part of the Grass Valley School District, maintain a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdictions of the school district. GVCS will not encourage or discourage any particular racial or ethnic group from gravitating to the Charter School.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

Grass Valley Charter is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor does it discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220.

GVCS admits all pupils who wish to attend the Charter School limited only by enrollment/space constraints. No test or assessment is administered to students prior to acceptance and enrollment into the Charter School. GVCS complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as otherwise required by law. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

GVCS requires the parents or guardians of students who wish to attend the Charter School to complete a simple application form which includes the student's name, date of birth, entering grade level, contact and address information for parents or guardians, and an indication eligibility for one or more admissions preferences, as defined below.

After admission, students will be required to submit an enrollment packet, which shall include

the following:

- 1) Completion of student enrollment/registration forms including student data sheet, emergency medical information cards, National School Lunch Program application
- 2) Proof of Immunization
- 3) Home Language Survey
- 4) Proof of minimum age requirements
- 5) Proof of residency status, e.g. utility bill
- 6) Release of records form if applicable^[1]

The only GVCS admission requirement is that students wishing to attend GVCS must follow the Charter School's admission procedures with respect to completing applications by the announced deadlines. GVCS also encourages the parents of potential students to attend one of our school tours and info night prior to submitting an application, to learn more about GVCS's program. Spanish translation is available for school tours. But these tours will not be mandatory and enrollment applications are available on-line, in person, as well as by mail upon request.

The open enrollment deadline, which normally takes place in the early spring for admission the following fall, shall be coordinated with local schools to give students and their parents the opportunity to consider the full range of educational opportunities available to them. Applications received after the deadline will be maintained in the order received in the event subsequent open enrollment periods are offered or space becomes available.

Public Random Drawing

Applications are accepted during a publicly advertised open-enrollment period each year for enrollment in the following school year. At the conclusion of the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than spaces available. In the event that this happens, GVCS holds a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with Education Code Section 47605(e)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

1. Currently enrolled Core students and children of .50 FTE or greater GVCS staff
2. Sibling applicants of currently enrolled Core students and Discovery Studies students *whose current entry date in GVCS is prior to Oct. 1st*. Lottery draws within this priority group will be necessary if there are more applicants than spaces available in a

grade level. Siblings from blended or split households: his/her primary residence must be more than 50% with the currently enrolled Core student to qualify for sibling priority status.

3. Siblings of Discovery Studies students whose sibling has been placed in Core in the current lottery draw. (Current GVCS Preschool and DS students' siblings do not have priority status for enrollment into Core until the child who has been in one of these programs has been placed into Core.) - Lottery draws within this priority group will be necessary if there are more applicants than spaces available in a grade level. Sibling must have been in attendance for at least one school year to receive priority.
4. All new applicants who do not meet the above priorities.

Students applying for Discovery Studies will be entered into a lottery pool that is not dictated by grade level.

The application process is as follows:

- Submit complete application online
- Lottery draw for available spots is conducted
- If drawn, parent/guardian will be called and offered a spot. If not, the application will be kept to be drawn in future future lottery draws as spaces become available
- When offered a spot parents/guardians will be given 48 hours to accept before the spot is offered to another family, and five days to provide all required registration paperwork

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

Public random drawing rules, deadlines, dates and times are described and communicated on the application form and on GVCS's website. Public notice for the date and time of the public random drawing will also be posted at the school. The lottery is held in a space large enough to accommodate all people who want to attend or utilizing an online lottery platform that provides adequate transparency. Parents need not be present at the lottery in order for their children to gain admission if selected. GVCS also informs parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email prior to the lottery date. GVCS conducts the lottery by March for enrollment in the fall of that year.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by the designated lottery official (the Principal or designee). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than applicants. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in descending order beginning with the highest applicable grade level. Applicants will be drawn in a random lottery beginning with the pool of applicants who qualify for the first preference category. As a name is drawn it shall either be admitted if there are vacancies or, if

not, added to a waitlist after vacancies have been filled. There shall be only one waitlist for each grade, and names will be added to the waitlist in the order of the preference category of the applicant.

At the conclusion of the public random drawing, the parents/guardians of all students who were not granted admission due to capacity are given the option to put their child's name on a waiting list according to their draw in the lottery. This waiting list allows students the option of enrollment in the case of an opening subsequent to the lottery or even once the new school year begins. Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically and securely filed on campus, and lottery results and waiting lists will be readily available in GVCS's main office for inspection upon request.

The application, public random drawing, and approximate admission schedule and process is below, and may be amended by GVCS as necessary.

The exact schedule and due dates are communicated to interested parents and students on Grass Valley Charter's website and through communications to interested parents.

January-February	Application forms available
1st week of March	Application forms due
2nd Week of March	Public Lottery
As soon as possible after lottery completion	Families notified
Approximately 2 weeks later after parent notification	Completed enrollment packets due to Grass Valley Charter

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

ELEMENT 9 – INDEPENDENT FINANCIAL AUDITS

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

The GVCS will continue to conduct its programmatic and financial operations through the established procedures required by the Grass Valley School District. The district business office will be responsible for purchasing, payroll, insurance, contracts, audits and other fiscal matters. The Grass Valley School District auditor will conduct audits of the GVCS.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURE

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

This Pupil Suspension and Expulsion procedure has been established in order to promote learning and protect the safety and well-being of all students at Grass Valley Charter. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. GVCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

If a Policy is violated, it may be necessary to suspend or expel a student from regular classroom

instruction. This policy shall serve as GVCS's policy and procedures for student suspension and expulsion and it may be amended from time to time, without the need to amend the charter, so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. It will be reviewed and updated by the Board of Directors when they review and update other Board policies and procedures, or more frequently as needed. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

GVCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the Policy and Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities, unless otherwise agreed, during the period of suspension or expulsion.

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

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

Procedures

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed, or used, tobacco or products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell

any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive

educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

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

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

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

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

ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication,

including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
3. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
6. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs (1) (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis

that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

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

oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

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

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her

age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

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

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

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.

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

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

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

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

3. An act of cyber sexual bullying.

a. For purposes of this clause, "cyber sexual bullying"

means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding subparagraphs (3) (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

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

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

b. Brandished a knife at another person.

- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action, and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is

physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignment During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more school days, the homework that the pupil would otherwise have been assigned.

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

shall not be included in the calculation of the pupil's overall grade in the class.

Authority to Expel

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

A student may be expelled either by the neutral and impartial District Board following a hearing before it or by the District Board upon the recommendation of the Superintendent.

Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to, and during, breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting

the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation (within 3 days of the hearing) to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

Written Notice to Expel

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

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

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

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

Notice to Teachers

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

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability. The Charter School will also notify the SELPA of which it is a part of any suspension or expulsion.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

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

ELEMENT 11 – RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K). As a dependent charter school of the Grass Valley School District, all persons working at the school are employees of the district. Consequently, the school participates in the retirement systems managed by the district and the State of California. The district business office is responsible for all necessary deductions, employer contributions, and reporting.

Certificated Staff (STRS)

All full-time certificated employees, including teachers and administrators, participate in the California State Teachers' Retirement System (STRS).

- The district and the employees make the required contributions as determined by the state.
- The district business office ensures that all service credit is accurately reported to STRS.
- All credentialed staff members receive the same retirement benefits and protections as other certificated employees within the Grass Valley School District.

Classified Staff (PERS and Social Security)

Eligible classified employees, such as instructional assistants, office personnel, and support staff, participate in the California Public Employees' Retirement System (PERS).

- Participation in PERS is governed by the state regulations regarding the number of hours worked and position eligibility.
- For classified employees not eligible for PERS or as required by federal law, the district makes the necessary contributions to Social Security and Medicare.
- The district maintains all records and facilitates the transfer of funds to the appropriate state and federal agencies.

Administrative Oversight

The Grass Valley School District Business Department serves as the fiscal agent for all retirement-related matters.

- **Reporting:** The district handles all monthly and annual reporting requirements for both STRS and PERS.
- **Contributions:** The district ensures that the school budget accounts for the employer-side contribution rates, which are set annually by the state.
- **Compliance:** The district ensures that all retirement system participation complies with current California Education Code and government regulations.

Because employees are district staff, they maintain their retirement system history and benefits if they transfer between the charter school and other sites within the district. This structure provides long-term security for employees and ensures the school remains competitive in recruiting high-quality staff.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District or outside the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School 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 the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – EMPLOYEE RETURN RIGHTS

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

No district employee will be required to work at the Charter School (Ed. Code 47605 (3)(e)). All employees of the GVCS are included in one of the following categories.

a. Charter School Classified Employees

Charter School Classified Employees will be covered by the Grass Valley School District Classified Handbook with exception of the seniority list. The Charter School shall maintain its own classified seniority list, which is separate and distinct from the Grass Valley School District Classified Seniority List. Each classified employee will complete duties as per their job description.

b. Charter School Certificated Employees

1. Teachers that were tenured teachers in the Grass Valley School District before they chose to teach at GVCS will retain their seniority and tenure status with the Grass Valley School District. Their seniority and tenure will continue to accrue with the Grass Valley School District while employed by the GVCS. Tenured teachers shall retain the right to return to other sites in the school district (Ed. Code 47605). Such teachers, while working in the GVCS, shall be considered "on leave" from GVSD. Except that, for the purposes of returning to the GVSD, they shall advance year per year on the GVSD salary schedule for every year they have worked in the GVCS.

2. Other Teachers in the Core program that do not meet the definition described in b.1 above will maintain their own seniority list, salary schedule and employee rights as described in this document and in their individual contracts.

3. Employee rights and terms of employment for Discovery Studies teachers are governed by their specific contracts.

The GVCS seniority list shall be maintained at the school district office. This document will be used in the event of staff reduction as a guide to layoffs. Program needs and overall needs of the school will be the overriding factor when deciding layoffs at GVCS.

c. Charter School Contracted Employee

Charter School Contracted Employees are governed by their specific contracts. Such employees are those that are hired, usually for a short term, to perform a specific function or service after which their position ceases. Examples may be dance lessons, art lessons, etc.

d. Meet and Confer Procedure

The Salary Committee shall annually meet and confer concerning certificated

salaries, health and welfare benefits, retirement, and seniority. The salary committee may choose to offer an ad hoc/one time retirement incentive if it is in the best interest of GVCS. This "meet and confer" process shall be governed by the following procedures:

- I. No later than one month after the Grass Valley Teachers Association and the Board of Trustees of the Grass Valley School District reach an agreement the Salary Committee (consisting of the Charter Council and one additional Core Teacher) spokesperson shall schedule the first "meet and confer" session. Within thirty (30) calendar days following this initial meeting the initial proposal shall be drafted by the salary committee. The Salary Committee reserves the right to meet earlier if deemed necessary by the Charter Council.
2. Decisions of the Salary Committee shall be made utilizing the consensus process.
3. The "meet and confer" sessions shall take place during non-duty time and without compensation. The GVCS Principal shall schedule as many subsequent sessions as deemed necessary by the parties. However, in no event shall more than five (5) sessions be scheduled during each school year, unless otherwise agreed to by the Salary Committee.
4. The Salary Committee shall maintain its own minutes. Any tentative agreements reached during the meet and confer sessions shall be reduced to writing and signed by the salary committee. The Superintendent of the Grass Valley School District or designee shall present to the Board of Trustees of the Grass Valley School District any tentative agreements reached through the "meet and confer" sessions to be considered for approval by the Board of Trustees of the Grass Valley School District. Any tentative agreements approved by the Board of Trustees of the Grass Valley School District shall be effective and binding for a period of no more than one school year, unless otherwise expressly specified in the tentative agreement.
5. In the event that the parties do not reach tentative agreements on one or more of the issues discussed during the "meet and confer" sessions, the Superintendent of the Grass Valley School District or designee will make recommendations to the Board of Trustees of the Grass Valley School District concerning the terms and conditions of employment for the current school year. The Board of Trustees of the Grass Valley School District's decision in regards to any outstanding salary committee issues will be final.

e. Procedure for request of a leave of absence

Any site based half-time or more Charter School Certificated Employee may enter into an agreement with the GVCS according to the following specifications: This agreement specifies the dates for break in service and reinstatement with a future contract. Written notification requesting such an agreement must be received by GVCS administrator prior to March 15th of the previous school year. The agreement would state when a break in service would occur and when a new

contract would be issued if enrollment so warrants. Willingness to enter into this agreement is at the discretion of Board of Trustees of the Grass Valley School District based upon the recommendation of the GVCS Principal.

ELEMENT 14 – DISPUTE RESOLUTION

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

The purpose of the GVCS dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible. "School community members" include: students, teachers, parents, administration, applicant families, volunteers, advisors, community members, partners., and collaborators.

The following is the process for dispute resolution between school community members:

- a. An attempt should be made to discuss and resolve the conflict with the people directly involved before proceeding further. Parents need to attempt to resolve issues with a teacher first before proceeding on.
- b. If this is not effective, then the disputing parties should contact the Charter School Principal or a mutually agreed upon teacher to assist in informal resolution of the issue.
- c. If informal resolution is not effective, then the disputing parties should contact the Charter School Principal and put their concerns and/or complaints in writing. This document is to contain the following:
 1. What the specific issue or complaint is.
 2. What in particular they were not satisfied about in the initial and subsequent resolution attempts (steps a. and b.).
 3. What they believe to be a reasonable solution to the issue or problem.
- d. If this is not effective, then the disputing parties should contact the Grass Valley School District office to gain assistance from the Superintendent or his/her designee. The disputing party is required to submit this complaint in writing with the same contents as listed in step c. The disputing parties agree to inform the Charter School Principal in advance of this action.
- e. If this is not effective, then the disputing parties should contact the President of the Board of Trustees of the Grass Valley School District via the District Office. The complaining party agrees to inform the Charter School Principal in advance of this action. The disputing party is required to submit this complaint in writing with the same contents as listed in step c. The Board of Trustees decision shall be final.
- f. The Grass Valley School District Superintendent and the Board of Trustees of the Grass Valley School District agree to inform the GVCS Principal if they are contacted regarding a conflict at GVCS and to refer the involved parties to this Dispute Resolution Process before further action.

ELEMENT 15 - SCHOOL CLOSURE PROCEDURES

Listed are the procedures that will be used in the event that GVCS closes. This closure could be due to the Board of Trustees of the Grass Valley School District's revocation of the charter, the decision of the Board of Trustees of the Grass Valley School District not to renew the charter, or GVCS's decision to voluntarily close.

- a. Notification will be given to the GVCS community in regards to the pending closure. This will be done in written form and at least one community meeting for each of the following constituents will be held: Students, Parents/Community, and Staff. The purpose of these meetings will be to discuss the particulars of the school closure.
- b. Every effort will be made to forward student records to the appropriate new schools, all other records will be forwarded to the Grass Valley School District Office.
- c. After a reasonable attempt has been made to pay all outstanding debts a final audit will be conducted by the Grass Valley School District's auditor.
- d. The remaining funds and all other goods and materials will fall under the jurisdiction of the Grass Valley School District.
- e. GVSD will make every effort to hire teachers from GVCS for open positions in the district and make every effort to give credit for years of service at GVCS. GVCS teachers would retain rehire rights for 39 months. It would be the intent of the district to offer positions to GVCS teachers based upon the GVCS Seniority List. However, the district will also consider credentialing and "No Child Left Behind" requirements in addition to seniority when making staffing decisions.

CHARTER RENEWAL REQUEST

In accordance with the California Charter School Law, We, the undersigned, of the Grass Valley Charter School Charter Council agree to the recommended additions, deletions and modification of the charter presented to the Grass Valley Board of Trustees on April 14, 2026 for review, and May 12, 2026 for ratification. We represent 100 percent of the Grass Valley Charter School Charter Council.



Luke Duchene
Administrative Representative



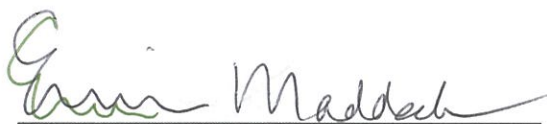
Lisa Jarvis
Board Representative



Katie Surface
Core Teacher Representative



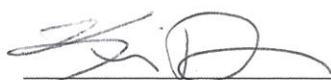
Kim Floyd-Martinez
Core Teacher Representative



Erin Maddock
Discovery Studies Representative



Jen Paulus
Classified Representative



Kristin Dell
Parent Committee Representative