

CHARTER
of
GOLDEN EAGLE CHARTER SCHOOL
A CALIFORNIA PUBLIC CHARTER SCHOOL

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AFFIRMATIONS/ASSURANCES STATEMENT

As the lead petitioner, I hereby certify that the information submitted in this application for a charter for Golden Eagle Charter School ("GECS"), to be within Siskiyou County, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6 (d)(1)]
2. Will be deemed the exclusive public school employer of the employees of GECS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6 (b)(5)(M)]
3. Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6 (e)(1)]
4. Will not charge tuition. [Ref. Education Code Section 47605.6 (e)(1)]
5. Will admit all students who wish to attend GECS, and who submit a timely application, unless the GECS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. [Ref. Education Code Section 47605.6 (e)(2)(A)-(B)]
6. Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605.6 (e)(1)]
7. Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. Will 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)]
9. Will ensure that teachers in the GECS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605.6 (d)(2)(C)(I)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will, 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).
12. If a pupil is expelled or leaves the GECS without graduation or completing the school for any reason, the GECS shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

13. Will follow any and all other federal, state, and local laws and regulations that apply to Golden Eagle Charter School (GECS), including but not limited to:
- GECS shall comply with the Brown Act.
 - GECS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - GECS shall on a regular basis consult with its parents and teachers regarding the GECS's education programs.
 - GECS shall comply with any jurisdictional limitations to location of facility.
 - GECS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - GECS shall comply with all applicable portions of the No Child Left Behind Act.
 - GECS shall comply with the Political Reform Act.
 - GECS shall comply with the Public Records Act.
 - GECS shall comply with the Family Educational Rights and Privacy Act

Signature

Date

INTRODUCTION

This petition establishes Golden Eagle Charter School (GECS) as a charter school serving grades K-12 in Siskiyou County, California that will commence operations no later than September 30, 2008. GECS will provide an alternative public education choice for parents and students. GECS will be a countywide charter sponsored by the Siskiyou County Board of Education. GECS will be better served by county oversight as opposed to district oversight for the following reasons:

- GECS students are located geographically throughout the county and not in one district attendance area.
- GECS operates resource sites within several different districts within the county, and may opt to open additional resource sites if the need arises.
- The Siskiyou County Office of Education (SCOE) has the expertise to assist with the full span of K-12 curriculum, instruction and operations; most districts in Siskiyou County do not.
- By sponsoring an alternative charter school, the SCOE will have an alternative school option to offer students, without any Siskiyou County districts having the oversight responsibility.

Therefore, it is in the best interest of the students, in GECS, to served by a countywide charter school, as defined by California Education Code 47605.5.

I. FOUNDING GROUP

GECS was founded by a dedicated group of teachers and parents including the current school Director, Shelly Adams and teachers, Jan Dorrell, Lynn Hocker, and Sandy Scofield. The founders of GECS had been part of several out-of-county charter schools since 1997, which had overseen their Siskiyou County program from a distance. In addition to their primary mission of establishing a personalized learning community for Siskiyou County children, the GECS founders had three other goals in mind for their new school:

- 1) **Local Control**: Teachers and parents wanted to be a part of the school's governing structure and to have input on school policy and procedure. In the other schools, distance was the main problem that prevented the teachers and parents from taking part in the school's governance.
- 2) **Better Services**: The charter school founders realized that local authorization would mean access to higher quality services and that those services would be more consistent, i.e. Special Ed. Since being a part of the Siskiyou County SELPA our students on IEP's have received better and timelier services. Our students would also have access to Siskiyou County opportunities including History Day, the County Spelling Bee, French Creek Outdoor School, GATE events, etc.
- 3) **Community Partnerships**: By being recognized as a Siskiyou County school, GECS students have more opportunities to forge community partnerships. Also extremely important was the opportunity to work with the other Siskiyou County Schools and SCOE to discourage high school at-risk students from jumping from school to school to avoid doing school work and the SARB process.

The founders of GECS had over ten years of charter school experience individually, as teachers and site administrators, when they started GECS. All had additional years of experience in traditional public education, including community college instruction, special education instruction, and public school classroom instruction, both elementary and secondary. All had experience in the private sector including school nursing, accounting, human resources, forestry and retail.

GECS contracts with Delta Financial Services of Sacramento for specialized charter school financial management, including budget development and tracking, HR, legal compliance with all reporting requirements between the charter, the state and the authorizing agency, monitoring of all percentages and appropriate expenditure categories, insurance, accounting and payroll.

GECS contracts with Innovative School Solutions, of Sacramento, for its student database system. ISS keeps GECS up to date on state and federal tracking requirements, including information needed for CSIS, (Cal-pads, Cal-tides), CBEDS, SNOR, and others. GECS registrar and staff use the OASIS database (provided by ISS) to monitor all aspects of student information – attendance, enrollment, student demographics, CAHSEE scores, and transcripts.

The non-profit benefit corporation, GECS (GECS), started the first GECS, charter number 637, in August 2004. This charter school was sponsored by Siskiyou Union High School District (SUHSD) for a three year term. As GECS went through the renewal process with SUHSD, the district made it clear that they no longer wanted to be the sponsor for GECS. SUHSD claimed that the supervisory oversight was too much of a burden on the district staff. SUHSD felt that the Siskiyou County Office of Education (SCOE) was better suited to sponsor GECS. Therefore, SUHSD approved a one-year extension of the current charter, to expire in June 2008, with the stipulation that GECS not file for a renewal. GECS is seeking sponsorship from the Siskiyou County Office of Education to start a second GECS that will replace the original school when it closes in June, 2008. As the assets and surplus belong to the non-profit, GECS will bring to the new school approximately \$209,159 in reserve and everything the current school owns (textbooks, materials, supplies, etc.).

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

GECS is an independent study charter school that provides a voluntary public educational choice for families who choose to educate their children through personalized learning. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to educate students through personalized learning and supporting parental choice in education.

Educational Philosophy

GECS will serve students in grades Kindergarten through Twelfth, who reside in Siskiyou County and Castella, CA. Personalized Learning is offered to meet the unique educational needs of those families who seek an established alternative instructional strategy. The student, parent, and a supervising credentialed teacher contract as a team to facilitate this process.

The GECS enables students to become competent, productive, literate, self-motivated, lifelong learners by providing students and parents the opportunity to design a customized curriculum that is relevant, rigorous, takes learning styles into consideration, embraces the students' interests and addresses the California State Standards. The GECS provides unique opportunities and diverse resources, including technology, small group classes and enrichment workshops, tutors, field trips, college class opportunities, and community resources such as dance, music, and PE. We encourage students to develop their academic potential and discover and pursue their unique interests, talents, and passions in life.

Our program encourages the use of innovative teaching methods and education philosophies, utilizes varied forms of assessment, and provides ongoing professional development for teachers. GECS intends to employ highly qualified credentialed teachers and support staff that possess a love for children and a passion for individualized learning. We forge partnerships with parents, community organizations, and other educational institutions including the Siskiyou County Office of Education.

Targeted School Populations

The GECS seeks to enroll students who reside in Siskiyou County, and Castella, CA because Castella is on the border of Siskiyou and Shasta Counties. Even though legally GECS can enroll other students outside of Siskiyou County, in contiguous counties, it is not our intent to recruit students outside of Siskiyou County. Students eligible for enrollment shall be in grades Kindergarten through Twelve and GECS will adhere to state guidelines for ages of students that may be enrolled. Our current school has approximately 280 students enrolled. ***See Appendix #1: Enrollment by Grade and District.*** The expected enrollment for the first year of operation is 290 students. We expect our maximum enrollment to be 310, unless other independent study charters that currently serve students in Siskiyou County stop doing so. Since our school doesn't have traditional classrooms, we define our class size to be the number of students each teacher serves. A case load of 25 students is considered full-time.

The GECS will enroll students looking for an alternative education program that is standards-based yet offers a personalized learning approach to education, using independent study as the primary method of instruction. Our program will focus on supporting the following student groups:

1. Students who have been attending a personalized learning program.
2. Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals.
3. Home-schooled students who want the support and accountability of a standards-based public school.
4. Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement.
5. Students of all ability levels, including but not limited to, learning disabled, college preparatory, and gifted.
6. Students who want to combine career and technical training with their core academic subjects.

Attendance Accounting

The GECS will offer, at a minimum, the same number of minutes of instruction as required by law set forth in Education Code § 47612.5. There will be 175 school days per school year. There is no typical school day as each child is on a personalized learning plan as designed by the collaboration of the parent, student and teacher.

The attendance accounting procedures are as follows:

1. The GECS will, as a non-classroom-based charter school, use both contemporaneous records and time value processes.
2. Under Education Code Section 51757.5(a)(b) the independent study by each pupil or student shall be coordinated, evaluated and under the general supervision of a

credentialed teacher, and charter schools may claim apportionment credit for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by the certificated teacher.

3. The GECS's attendance records will be clearly auditable and supported by all required apportionment documents in each student's work record.

Contemporaneous Records

1. Contemporaneous records are being defined as an attendance sheet that documents that the student is engaged in educational activities required of them by the charter school on a given school day. The record must be filled out within a reasonable time period on or following each day of learning.
2. No attendance may be claimed for work done on weekends or holidays. Full apportionment is based on a fiscal year of at least 175 school days, and is proportionally reduced for every day less than 175.
3. The adult who is responsible for overseeing the daily learning progress of the student must complete the contemporaneous record. If the parent completes it, then it must also be reviewed and verified by the student's teacher.
4. Work samples during the attendance accounting period must be collected with dates that correspond with school calendar days marked as attendance days on the contemporaneous attendance sheet. All work samples are attached to progress reports and must have a time value assigned to them by the teacher.
5. Along with work samples, progress reports that include assignments, teacher evaluations, learning target documentation, etc. are all referenced as required documentation.

Time value accounting will also be completed by the Credentialed Teacher, which GECS calls the "Education Facilitator" (EF). Time value is the assessment by the student's certificated teacher that the student made satisfactory progress during the attendance period. Teachers will determine the time value of the work completed and report attendance based on satisfactory progress during the attendance period.

The GECS proposes the opening date of August 25, 2008. The GECS reserves the right to refine its master calendar at any time in the best interests of its student population. ***See Appendix #2: 2008-2009 School Calendar***

An Educated Person in the 21st Century

GECS identifies an educated person in the 21st Century as a person who has achieved an optimum level of understanding of his or her own special talents and interests. This person has a level of literacy, communication skills and understanding that allows interaction with the world in a productive, positive manner. This person knows how to think critically and solve problems, understands and appreciates the diversity of our world, and has a vision for life that includes the ability to be a lifelong learner. This person has mastered the academic skills described in the CA State Standards appropriate to his/her development level.

This person has the following academic skills and qualities:

- The ability to read and write.
- The ability to solve mathematical problems.

- An overview of the history of mankind in all its diversity.
- An understanding of the United States political process.
- A scientific understanding of the world.
- The awareness of technology in the modern world.
- An appreciation for fine arts.

And this person has the following non-academic skills and qualities:

- The ability to think critically, creatively, and logically.
- The ability to form, maintain, and value relationships with others.
- The ability to effectively use technology.
- The ability to take personal responsibility when necessary.
- The ability to concentrate, focus, and persevere.
- The ability to gather, organize and process information.
- The ability to initiate, plan, and complete projects.
- The ability to express oneself creatively through various forms in the fine arts.
- Study skills and habits, planning, initiating and completing a project, ability to reflect and evaluate one's own learning.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Social skills: Citizenship and leadership are encouraged, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Financial management, job readiness and career development, and higher education continuance skills.

How Learning Best Occurs

We believe that the best learning occurs when:

- Each student creates and implements his/her own personalized learning plan.
- Children feel safe, valued, respected and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.

- Parents play an essential role in their children’s education.
- Different modalities and styles of teaching and learning are acknowledged and addressed.
- Learning styles are actively used to design instruction.
- Students receive individualized instruction.
- Real life “context based” learning is emphasized.
- Students are offered exciting, challenging, and comprehensive curriculum.
- Learning is active and relevant with hands-on, interdisciplinary projects that require higher order thinking skills.
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.
- Academics are viewed as one aspect of education; the entire world serves as the school campus.
- There are high expectations for all students, with a focus on measurable outcomes, varied assessments, and accountability.

Personalized Learning Educational Program

Students and parents receive support from credentialed teachers, opportunities for tutoring, small classes, field trips, technology and distance learning. Educational materials are checked out to parents and students and are tracked through a library lending system. The school has some computers available for check out for use in student’s homes and students can use computers at the school’s resource sites.

Students are assessed using both formal and informal methods. Standard for all students in grades 2-11, the STAR test will be administered annually. In addition, students in grades 3-12 will complete an online assessment from SCANTRON, entitled Performance Series, upon enrollment and/or at the end of each academic year. ***See Appendix #5: SCANTRON Information.*** This assessment provides the educator(s) with data which identifies state standards concepts which have not yet been mastered by the student, and provides review of the standard(s) and remedial exercises to gain mastery. Upon enrollment, a credentialed teacher will meet with the parent and student to discuss appropriate approaches to learning. Following this discussion, the credentialed teacher may assess the student in the following areas; interest, multiple intelligences, and grade level. Through this process, the student’s needs are identified, and a personalized learning plan is developed using state aligned curriculum, as well as curriculum the certificated teacher compiles to meet state standards.

Students will be assessed regularly using a variety of methods; including observation and discussion, chapter and unit tests, and the certificated teacher’s assessment of work. The use of technology in the form of courses, educational websites, and instructional software is typically included in developing personalized learning plans. Computers and relevant educational

software will be provided for students on the basis of individual need. In addition to assessments, credentialed teacher, parent, and student observations will be considered when selecting an appropriate educational approach.

Parents or guardians and their children work with a California credentialed teacher to determine educational goals and objectives, to create their individualized curriculum, and to determine the degree to which the credentialed teacher is involved. This involvement may vary from an advisory and assessment capacity to one of almost complete administration of the student learning process. The credentialed teacher will meet with the student(s) and parent(s) on a regular basis (as provided by the written independent study agreement.) The written independent study agreement is also a contract between the parent and the GECS stipulating the distribution of responsibilities between the parent and the credentialed teacher in the following areas:

- Giving assignments and instruction.
- Selecting curriculum.
- Evaluating student work.
- Arranging tutoring, small group classes, or cooperative learning projects.

The credentialed teacher is responsible for providing educational guidance and assistance requested by the parent. The credentialed teacher is the primary support person and the liaison between the parent and the GECS.

The credentialed teacher will:

- Be responsible for the written agreement for independent study.
- Provide educational resources to each student.
- Assess the student's work, either orally or in written form.
- Assess the child's level of education, modifying the curriculum as necessary.
- Administer state mandated tests as required and other assessments.
- Document student learning and attendance.
- Maintain records of credits for each subject earned by all students, based on work successfully completed.
- Provide information to parents and students regarding the graduation requirements and transferability of Golden Eagle Charter courses to other public high schools in Siskiyou County and information about the classes that meet college entrance requirements (a-g). The GECS has each of the Siskiyou County high school's policies, regarding the transferability of classes, on file at the Golden Eagle administrative office.

Parents are the primary facilitators and accept responsibility for their child's educational program with the assistance of credentialed teachers and staff.

Parents will:

- Be committed to understand and use the personalized learning study strategy appropriately.
- Participate with the credentialed teacher in the development of the student's educational plan, including goals, objectives, and assignments.
- Facilitate student's personalized learning program.
- Take steps to ensure the timely submission to the credentialed teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as specified in the written agreement.
- Attend regularly scheduled meetings with the credentialed teacher as agreed upon in the independent study written agreement.
- Assume responsibility for supplied books, instructional materials and supplies and equipment and ensure that they are returned in good condition to the school.

Students will:

- Make regular, scheduled contact with the credentialed teacher as specified in the written agreement.
- Have all possible assignments available at meetings with student's credentialed teacher.

Plan for Students who are academically low or high achieving

Students in grades 2nd – 12th are assessed using SCANTRON assessments each fall and spring to track academic progress, through the CA state standards, and identify strengths and weaknesses in reading, language arts, and math. Using the results of these assessments, paired with the STAR testing results, and other applicable assessments, the student's personalized learning plan is setup to address found weaknesses. The plan may include individual tutoring, small class instruction, and targeted curriculum. If the student is high achieving this information helps to place the student appropriately and create a personalized learning plan that is rigorous. Because GECS is a personalized learning school, students are easily accommodated through individualized curriculum and instruction.

Plan for English Language Learners

Golden Eagle Charter will provide equal access to its educational program to all English Language Learners. GECS will take "appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."(20 U.S.C. 1703 (f)).

With careful consideration of family needs, resources, and staffing, GECS will make every effort to provide ELL students with full access to the school's curriculum.

Identifying English Language Learners

Through the Home Language Survey, imbedded in GECS registration documents, GECS will ascertain the primary language of its students. All students who do not list English as their Primary language will be administered the CELDT test, by a certified CELDT administrator, within the first 30 days of enrollment. In addition to the CELDT test, all non-native English Speakers will be given a Primary Language Proficiency Assessment if one is available in their primary language.

Providing Direct Instruction and Support

Once a student is identified as ELL, the school Coordinator will facilitate a meeting with the parents, student, CELDT administrator and CLAD instructor. Through discussion of the student's abilities and needs, interests, class schedule, available resources, and area of residence, a plan will be developed. This plan will include direct instruction, appropriate curriculum, and other means of support for the student's acquisition of English as a second language. The preservation of the student's primary language and culture, of course, is a priority, and the wishes of the parents are honored in this area.

Assessment of Progress

All ELL students will continue to take the CELDT test to assess progress toward Fluent English Proficient. In addition, the CLAD instructor will monitor their academic progress through quarterly interviews with the student and his/her teacher and parents. The CLAD instructor will fill out the Quarterly ELL progress report for the student's CUM file and for review by the school Coordinator. If the ELL reports are not satisfactory, another individualized learning plan will be developed with input from all stakeholders to again provide support for the ELL student toward academic success. All ELL students will be monitored quarterly by the CLAD instructor for the duration of their enrollment at GECS.

Plan for Special Education

The GECS functions as its own Local Education Agency for purposes of Special Education in accordance with Education Code Section 47641 and 47646. GECS will work with the Siskiyou Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. GECS will adhere to the Siskiyou County SELPA Policy. The School Director has been in contact with Connie McCoy, the SELPA Director, to discuss how the new GECS will work under the SELPA, regarding the special education responsibilities of the Charter.

GECS is committed to providing young children and eligible students with disabilities a free and appropriate public education consistent with federal and state laws. These laws require GECS to identify, locate and assess all students enrolled with GECS from birth to 21 years of age who may have disabilities, and then provide appropriate programs and/or related services to those eligible, provided the IEP team agrees that GECS is an appropriate setting for the student.

These services are provided based on the individual needs of the student and the Individualized Education Program, a legal document that describes how GECS will provide services to students with exceptional needs. Programs and services are provided under the Individuals with Disabilities Education Improvement Act (IDEIA).

Individualized Education Program (IEP)

All children receiving special education services must have an Individualized Education Program (IEP). The IEP is a written document that describes the child's needs and the services that will best meet those needs. The IEP is considered an educational plan that:

- Describes the child's skills and areas of need.
- Describes the area of qualification for special education services.
- Outlines the plan of specially-designed instruction to address those needs and maximize skills.
- Identifies educational goals to focus on during the year.
- Lists the services to be provided to the student.
- Determines the most appropriate educational placement.

Programs and Services

There are a number of programs that provide special education services in Siskiyou County. Each program offers a continuum of program options, ranging from least to most restrictive environments. Such options include:

- General education with special education supports and services.
- Special day classes (SDC)
- Special schools
- Court schools
- Nonpublic schools (most restrictive placement requirements)

GECS offers general education with special education supports and services. Students with special needs are often able to succeed in our school by having one hour per week of one-to-one support of a Resource Specialist for each student. Additionally, Speech Therapist, Occupational Therapist, Vision Therapist, Heal Therapy (Horse Program), Behavioral Health Services, and Educational Psychologist services are utilized by special education students enrolled with GECS.

Non-severe/Specific Learning Disability (SLD) Program

Students in the non-severe program experience discrepancies between ability and achievement due to one or more processing disorders such as auditory and visual processing, memory or attention problems. Students are served in the least restrictive environment, beginning with providing resource specialist support for the student at a GECS site. GECS has served students with Visual Impairments (VI), Emotional Disturbance (ED), Other Health Impaired (OHI), and other categories of disability, provided the team has agreed that the GECS independent study program is the best placement for academic success for the student.

Staff

GECS has one Resource Specialist and one part-time Para-professional, who are employees of GECS. GECS contracts with the Siskiyou County SELPA for other services including nursing, speech, and occupational therapy.

Identification

Special education students are identified when they enroll with GECS and have an existing IEP. If a student is transitioning to GECS from a district, the student is enrolled on a 30-placement. This gives the IEP team time to access whether independent study is an appropriate placement for the student.

Additionally, students may be identified through the process of a Student Study Team, at the written request of teacher, parent, observer, to determine if testing is needed to identify a specific learning disability or other concern.

Due Process

The law establishes procedural safeguards for parents in the Individualized Educational Plan (IEP) process. Included in the procedural safeguards is the opportunity to participate in mediation or a due process hearing to resolve disagreements between the parents and GECS.

Either the parents or GECS may initiate the due process hearing procedures under any of the following circumstances:

- There is a proposal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- There is a refusal to initiate or change the identification, assessment, or educational placement of the child or the provision of a free, appropriate public education to the child.
- The parent or guardian refuses to consent to an assessment of the child.
- There is a disagreement between a parent or guardian and GECS, a district, special education local plan area, or county office regarding the availability of a program appropriate for the child, including the question of financial responsibility.

Parental Support

Parents are encouraged to join the Community Advisory Committee. Parents are given a copy of the IEP, Parents Rights, Academic and Psychological reports, Assessments, and GECS newsletters. Parents are mailed a copy of IEP progress each semester, and are given the opportunity to communicate directly to the Resource Specialist by phone, email, mail, or in person with an appointment if they desire. Additional reference materials are available at GECS resource libraries, or recommendations from the Resource Specialist.

Notifying District of Residence

Students transferring to a district school with IEPs are transitioned to the new school with the help of the Charter's RST. The RST notifies the new school that the student has an IEP so that the student will receive continual services according to his/her IEP.

III. MEASURABLE STUDENT OUTCOMES

GECS develops a personalized learning plan for each student. The personalized learning plan begins with the Master Agreement, where parents and teacher decide which courses will be covered. Then the plan is devised to include specific learning targets, what materials will be used, what methods of instruction will work best for that particular student, and what assessments will be carried out to monitor achievement.

It is a goal of GECS for pupils to demonstrate appropriate age or grade-level mastery, aligned with the state standards, in the following core areas:

- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.
- Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. Students will demonstrate skills in multiple forms of expression including written, oral, or multi-media. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physical, earth, environmental, and life sciences.
- Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as productive citizens in today's world of diverse cultures.

In addition, students will have opportunities to pursue interests and develop skills in the following non-core areas:

- World Language: Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one foreign language.
- Fine Arts: Students will explore their talents in, and develop an appreciation for the fine arts.
- Special Interests: Students will explore and develop additional talents and interests.

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

- The ability to think critically, creatively, and logically.
- The ability to form, maintain, and value relationships with others.
- The ability to effectively use technology.
- The ability to take personal responsibility when necessary.
- The ability to concentrate, focus, and persevere.
- The ability to gather, organize and process information.
- The ability to initiate, plan, and complete projects.
- The ability to express oneself creatively through various forms in the fine arts.
- Study skills and habits, planning, initiating and completing a project, ability to reflect and evaluate one's own learning.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Social skills: Citizenship and leadership are encouraged, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Financial management, job readiness and career development, and higher education continuance skills.

Golden Eagle has established a set of standards-based, grade level targets for all the core areas: Language Arts, Math, Science, and Social Studies; as well as all required high school courses and visual and performing arts, PE, and Foreign Language for grades K-8. In addition, learning targets have been developed to measure progress in obtaining life skills. These targets are presented to the student at the beginning of each course as goals to be attained. Achievement of targets is monitored throughout the year through progress reports. Monthly progress reports include learning targets covered, a listing of materials used, the activities the student engaged in to accomplish the learning, and the assessment method. Each K-8 student must cover 80% of the learning targets in each course to advance to the next course and high school students must cover 80% of the learning targets in each course to earn credit for that course. Teachers will check off learning targets on the monthly progress report and keep a running total of achievement and unmet targets to guide assignment of student work. **See Appendix #3: Learning Targets Sample.** Semester grades and credits are given for high school students.

Students are assessed with Ed Performance SCANTRON assessments at the beginning and end of each school year. The SCANTRON Reading, Math and Language Arts assessments are 30-45 minute tests that systematically assess a student's knowledge of California Standards within their own grade level and beyond.

It is expected that students will show one year of progress in reading, math and language arts each year. If the student has a deficiency that must be addressed, a remedial performance goal will be arranged on an individual basis through their personalized learning plan or student study team. Unlike STAR, SCANTRON provides longitudinal data regarding student achievement. In addition, SCANTRON identifies CA State Standards that the student is deficient in, and worksheets can be created to address these standards.

High School Graduation Requirements

All students receiving a diploma of graduation from GECS must complete the California State High School requirements according to Education Code Section 51225.3. Our graduation requirements are:

Graduating before Spring 2010		Graduating Spring 2010 or later	
Language Arts	30	Language Arts	40
Mathematics (including 10 credits Algebra I)	20	Mathematics (including 10 credits Algebra I)	30
Science: Life Science	10	Science: Life Science	10
Physical/Earth Science	10	Physical/Earth Science	10
Social Science: World History	10	Social Science: World History	10
US History	10	US History	10
US Government	5	US Government	5
Economics	5	Economics	5
Life Skills:		Life Skills:	
Keyboarding/Computer	10	PE	20
PE	20	Health	5
Health	5	Additional Life Skills	15
Additional Life Skills	15	Keyboarding Proficiency Test (pass)	
		Computer Literacy Test (pass)	
Electives: Including 10 credits Visual/Performing arts or 10 credits Foreign Language	60	Electives: Including 10 credits Visual/Performing arts or 10 credits Foreign Language	60
High School Project		High School Project	
Total credits	210	Total credits	220

High School Project

In addition, high school students will complete at least one project as determined by their credentialed teacher and parent/guardian. **See Appendix #4: High School Project.** Student must obtain 80% passing score on their high school project before a diploma will be granted.

A-G Courses, and AP Courses

Courses that meet the University of California's a-g requirements have been developed and will be used pending approval by the UC system. Advanced Placement courses, and the corresponding AP exams, can also be provided, if the teacher, parent and student agree that AP courses are the best way to meet the student's goals. Parents will be informed about the transferability of GECS classes to other public high schools and the eligibility of courses to meet college entrance requirements through the parent/student handbook.

Exit Outcomes, Mission, Curriculum and Assessment

The mission of GECS is to serve students in Siskiyou County in grades K-12, though providing a personalized learning program, and supporting parental choice in education. The curriculum, or combination of curricula and other resources, classes, field trips, etc. will coordinate with the mission of the school through its individualization to the student and parent. The curriculum and resources used will follow the state standards as is monitored through the monthly progress report, Learning Target check off sheets, the pre and post SCANTRON testing, and progress on the yearly STAR testing. Mission, curriculum and assessment all center on achievement of the school wide learning results – both academic and non-academic.

In order to best serve our students and community, GECS will continue to examine and refine its exit outcomes and student performance goals, to reflect the school's mission and any changes to state and local standards.

School-Wide Performance Goals

It is expected that an adequate number of students, school-wide, will improve on their STAR tests scores for the school as a whole to achieve the growth target as described in the previous years AYP/API report, or perform as well as schools in its service area with similar school populations. It is expected that GECS will meet or exceed a similar schools ranking of 4 each year, or perform as well as other public schools in its service area with similar school populations. In addition, GECS will set annual school-wide performance goals based on analysis of assessment performance data.

For example, in fall of 2007, the staff identified trends in the data from the spring 2007 STAR test indicating a poor performance by high school students in math. A plan was developed, with Leadership Team then general staff, to adjust curriculum and instruction to improve achievement in this school-wide area of weakness. Each student who is not meeting state standards as measured by the STAR, or SCANTRON, will receive special assistance, with tutoring, and remedial instruction curriculum. Additional math tutoring hours were added to the school's schedule at all sites. A concrete plan (the Math Plan) to achieve these individual goals will be a part of each student's personalized learning plan developed collaboratively by staff, students, and families. Non-compliance with the Math Plan could initiate the SARB process. The school's annual goal this year is to improve high school math test scores by decreasing the percentage of students that score "Far Below Basic" by 10% and decreasing the percentage of students that score "Below Basic" by 5% on the STAR.

According to the SARC from 2004-05, GECS' graduation rate was 88.9%. Our drop out Rate was 3.9% and our attendance rate was 98%. Our goal is to have a 90% graduation rate, a 2% drop out rate and maintain a 98% attendance rate.

IV. HOW PUPIL PROGRESS AND PUPIL OUTCOMES ARE MEASURED

Assessment

Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents. The GECS recognizes the important role of assessment. Appropriately selected and administered assessment instruments such as SCANTRON, STAR, CAHSEE, and CELDT, provide information that is critical in order to make meaningful placement decisions, document student growth, assist credentialed teachers in making effective decisions about instructional content and pacing for individual students and evaluate overall program effectiveness. All of these assessments are done for the purpose of evaluating whether the school is meeting its school-wide performance goals.

While all students will fulfill educational requirements by graduation, all will progress at different rates using a course of study in compliance with their interests, goals and abilities. Evaluation is based on individual progress. A credentialed teacher will assess student progress using a variety of the following methods:

- Monthly review of work and Progress Report
- Course specific assignments
- Parent educator and teacher observation
- Norm and criterion referenced tests
- Performance-based skill demonstrations
- Oral presentations
- Learning Target Checklists
- Student portfolios
- STAR Testing
- SCANTRON Testing
- CELDT Testing for ELL
- CAHSEE Testing

The GECS's success shall be measured not only by absolute levels of achievement, but also by comparative measures against students in the county and the state who have backgrounds and demographics similar to GECS students upon their enrollment in the GECS. This comparison will be based on STAR test results, as that is the only assessment tool common to all schools in this county.

For core classes, non-core classes, and life skill outcomes, learning targets have been developed. Each K-8 student must cover 80% of the learning targets in each course to advance to the next course and high school students must cover 80% of the learning targets in each course to earn credit for that course. Teachers will check off learning targets on the monthly progress report and keep a running total of achievement and unmet targets to guide assignment of student work.

Grading Policy

Grades are given at GECS on a semester basis through the dissemination of report cards and transcripts to parents and students. Students in grades K-6 are given indications 1 through 4 of levels of mastery of individual learning targets as follows: 1- not yet covered, 2-approaching grade level, 3- at grade level, 4 - beyond grade level. Students in grades 7-8 are given report cards which include letter grades: A - outstanding achievement, B – above average achievement, C - average achievement, D - below average achievement and F – no achievement. Students in Grades 9-12 are given grades A - F above, and credits. Credits are awarded in regard to how many of the learning targets, for that course, were covered – content. Grades are awarded in relation to what level of mastery was achieved on the content covered. Grades and credits are assimilated by a compilation of the content and mastery documented through monthly progress reports.

SCANTRON

At the beginning and end of every school year, students are administered the SCANTRON Reading, Math and Language Arts assessment. These are 30-45 minute tests that systematically assess a student's knowledge of California Standards within their own grade level and beyond. The SCANTRON is a smart test which gets more difficult as the student chooses more correct answers. The results of the SCANTRON can be used to place students in the correct curriculum and to assess remediation needs. SCANTRON is also calibrated to the STAR tests, so it can be used as a predictor of student performance on the STAR. The SCANTRON program can provide the user with study guides and worksheets based on items missed by the student on the assessment, thereby providing the parents and teachers with an accurate, standards based remediation tool. ***See Appendix #5: SCANTRON Information.***

Students take the SCANTRON test at least yearly, but it can be taken any number of times by the student during the year. GECS staff uses the scores, in addition to the STAR results, to examine individual student progress and needs, as well as to direct school-wide program development and modification.

Day to Day Assessment

On an ongoing basis, students are provided with various forms of individual course level assessment, including norm referenced tests, criterion referenced tests, parent and teacher observation, performance-based skill demonstrations, self reflection and feedback on completed projects, monthly review and evaluation of all classes for progress reports.

STAR Testing

In the spring, 2nd -11th grade students engage in the annual STAR testing. Students in grades 5, 7, and 9 complete the physical fitness assessment, and students in grades 4 & 7 complete the writing test. These state mandated tests give GECS another perspective on student achievement and insight into how to direct school resources. GECS complies with the NCLB requirements for attendance and execution of these tests.

CELDT

ELL students complete the CELDT test each fall, before October 31st, until they are classified as English Proficient by a trained, certified CELDT instructor/proctor. ***See ELL program on page 11 for more information.***

CAHSEE

Students in grades 10 – 12 are given the CAHSEE. Students in grade 10 have 1 opportunity to take the CAHSEE, the 10th grade “Census” test. 11th graders who have not passed the test have 2 opportunities per year to take it, and 12th graders have 3 testing opportunities in a school year. Based on these test results, intensive instruction and remediation workshops and/or tutoring is organized for non-passing students in grades 11 & 12, to facilitate student success on these important assessments. Remediation materials and tutoring are provided each year, specifically designed to assist these students with the CAHSEE skill set. 11th and 12th grade testers are closely monitored by the school testing coordinator and school counselor to ensure that they are taking advantage of the additional help that is provided. Students who do not pass the CAHSEE, but have completed all other graduation requirements are issued a Certificate of Completion. 12th graders who haven’t passed CAHSEE have a summer opportunity to test again and a testing opportunity in the fall to trade their Certificate of Completion in for a diploma by passing the test. ***See Appendix #6: GECS Policies - Certificate of Completion Policy.***

Collection and Reporting of Assessment Data

Collection and Analysis of Data

The School Coordinator gathers, summarizes and does preliminary analysis of data collected from SCANTRON, STAR, CAHSEE, CELDT, PE testing, NAEP, 4th and 7th Writing Tests. Analysis asks and attempts to answer the basic questions: What did we do well? What did we do badly? How can we improve? The School Coordinator brings this summary and preliminary analysis to the Director and Leadership Team for discussion, and to develop conclusions and action plans for improvement. These action plans are reviewed by the Governance Council and introduced to staff for implementation. Action plans are later reviewed for effectiveness in reference to next available pertinent data. The plans may be revised following the above process.

Reporting

All testing and data collection is monitored closely by the School Director and School Coordinator. This data is summarized and presented regularly to the Governing Board, Teaching Staff and Leadership Team. Individual assessment results, such as SCANTRON, CELDT, CAHSEE or STAR, are always sent directly to students and parents promptly by mail. The school-wide performance data is published yearly in the “School’s Academic Report Card” (or SARC) on the GECS website. In addition, school-wide performance data is presented to all stakeholders summarized in the “State of the School Report,” issued each November by mail as pursuant to EC 60602.4 *“Provide information to pupils, parents or guardians, teachers, schools, and school districts on a timely basis so that the information can be used to further the development of the pupil and to improve the educational program.”*

Qualifications

Decisions about selection of assessment materials are made by the Director and the School Coordinator, with input from Leadership Committee. As always, input from parents, students and teachers is sought when making an important school-wide decision. However, the final choice rests with the School Director and Coordinator, as they are most qualified regarding current testing and school accountability requirements, in addition to ramifications of test scores in relation to NCLB and federal compliance. ***See Appendix #7: Staff Biographies*** for qualifications of all staff, including Coordinator and Director.

Academic Performance Index

Each student has a personalized learning plan that will utilize curriculum and other resources to address the California State Standards. As a result, students will work toward mastery of the content required by those standards and measured by STAR testing and SCANTRON testing, the Monthly Progress Report, and Learning Target Checklists. API growth goals are made clear to all teachers. Teachers will carry out the school wide objectives by facilitating the plan for meeting those goals (see school wide performance goals above). The Educational Facilitators will communicate these goals to parents and students and enlist parental help to work on achieving these goals.

WASC

GECS is currently accredited through the Western Association of Schools and Colleges through June 30, 2009. We received our accreditation after a personal site visit by WASC Executive Director, Dr. David Brown, in January of 2005. GECS will apply for accreditation again, upon securing a new charter number and sponsor.

V. GOVERNANCE STRUCTURE OF SCHOOL

The GECS is a California Non-Profit Public Benefit Corporation pursuant to California law ***See Appendix #8: Articles of Incorporation & Bylaws.*** GECS will operate as an independent study program. The GECS is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Governance Council meetings shall be run in accordance with Robert's Rules of Order. The charter school will comply with all federal and state laws applicable to the charter school, including but not limited to the Public Records Act, public bidding laws, the Ralph M. Brown Act, Political Reform Act of 1992 and Education Code Section 51746.

The governance structure will be composed of the GECS Governance Council, the Leadership Team, and the GECS Director. ***See Appendix #24: Organizational Flow Chart.***

Governance Council

The GECS shall maintain a 3 to 5 person Governance Council (not including the SCOE's representative if the SCOE chooses to appoint one or non voting members in accordance with GECS's Bylaws) to serve as the corporate board of directors. The Governance Council is governed in its operations and its actions by the corporate bylaws of the GECS, which are consistent with the terms of the charter, the Charter School's Act, and all other applicable laws. The Governance Council has final authority for all aspects of the GECS's operation and educational program and shall adopt all policies necessary or convenient for the operation of GECS. The roles and responsibilities of the Governance Council include but are not limited to:

- Finance:
 - Monitor fiscal solvency and management.
 - Approve budgets/spending and fiscal policies.

- Educational Program:
 - Monitor student performance.
 - Ensure programs and operations align with mission.

- Personnel:

Hire/fire/evaluate Director and Coordinator.
Approve personnel policies including but not limited to process by which salaries, benefits, working conditions (i.e., calendars, holidays, vacations, work day and year) will be determined.

- Facilities:
 - Enter into financing and building contracts.
 - Approve construction and remodeling of facilities.

The membership, voting rights, term etc. of the Governance Council members are delineated in the corporate bylaws. **See Appendix #8: Articles of Incorporation & Bylaws.** The first Governance Council will be the current council members for the corporation (the original GECS): Kay Short, Ken Goehring, George Boyd, Leslie Ellorin, and Cindy McCabe. **See Appendix #9: Governance Council Biographies.** New Governance Council members are elected by a school wide vote of parents/guardians (one vote per family) and staff. Elections will be held 2 months before any council member's term expires. Potential new Governance Council members must submit a letter of interest to the school two weeks prior to the election. The ballots will be sent out by mail to all GECS families and staff members at least one week prior to the election, with a brief statement by the candidates. If the candidate is unopposed, the Governance Council may appoint him/her to serve on the Governance Council without an election.

The SCOE shall have the right to appoint one representative to the Governance Council. The SCOE representative shall be a non-voting member who facilitates communication and mutual understanding between the GECS and the SCOE.

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

The Governance Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of GECS or a third party any of those duties. The Governance Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Leadership Team

The GECS shall maintain a Leadership Team. The Leadership Team, along with the Director, is responsible for crafting the means to achieve the outcomes delineated by the charter and implementing policies adopted by the Governance Council. The Leadership Team can not act without the approval of the Director, and generally the Director can not act in large, policy changing matters, without the input of the leadership team. Of course in cases of school survival, imminent threat, legality or student safety, the Director is mandated to act swiftly and decisively without consultation with the team.

The Leadership Team and Director work together to solve problems. Decisions are made by discussion and an attempt to come to consensus. If consensus can not be reached, it will go to a vote. If there is a possibility that the leadership team is not in agreement with the Director and a decision can not be reached by vote or consensus, the matter may be taken to the

Governance Council for a vote. The Governance Council will hear both sides and look at the evidence, and decide the issue.

The Leadership Team will be composed of 5 Educational Facilitators and 2 parent representatives, the GECS Director, and the GECS Coordinator. There are 9 people total on the leadership team. The roles and responsibilities of the Leadership Team include but are not limited to:

- Finance:
 - Review annual, first interim, and second interim budgets for possible recommendations.
 - Implement fiscal recommendations.
 - Review yearly audit report.
- Educational Program:
 - Review student performance data.
 - Develop/align standards, curriculum, instruction, and assessment.
 - Develop school calendar.
 - Maintain the parent/student handbook.
- Personnel:
 - Conduct prospective employee interviews.
 - Develop and/or recommend personnel policies.
 - Develop/implement professional development plan.
- Facilities:
 - Conduct school site needs assessment.
 - Research school site, funding and facilities options.
 - Make recommendation on facility needs and policies.

At the first staff meeting of the school year, Educational Facilitator representatives (five) will be elected by the Educational Facilitators. At the first Leadership Team meeting, of the school year, parent representatives will be elected by parents in attendance.

Parent and Teacher Involvement

The GECS may have one or more action teams comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of an action team is to provide advice, expertise and resources related to charter schools, fund-raising, community relations, and other areas relevant to the success of the GECS. Action teams may initiate, plan, and complete school-wide functions such as the annual Celebration of Learning. The Director and/or the Governance Council and/or the Leadership Team and/or an appointed Educational Facilitator may consult with an action team or its members when appropriate. Forming of an action team will be approved by the Leadership Team or the staff. Parents will be asked to attend parent meetings and participate in parent action teams throughout the school year. Parent action teams are short term commitments by parents to achieve a defined end result – like the 12th grade graduation team, or family BBQ team. Each team has an EF liaison with the school, but puts together their own organization of the event on their own, part of the time.

A central tenet of any personalized learning/home school program is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. GECS, as a personalized learning program, cannot be successful or adequately maintained without the active participation of the parents of enrolled students. Diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in many different ways to the collective responsibility of running the GECS and making its education program a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Every spring the parents/guardians are asked to participate in a survey about the educational programs that the school is offering. Information from this survey is used in planning and improving programs. Throughout the school year, the Educational Facilitators informally survey the parents/guardians to get input on school programs.

Director

The GECS Director is to the GECS Governance Council what the Superintendent is to the SCOE Board of Trustees. The GECS Director will work full-time for the GECS. The current GECS Director is Shelly Adams. Shelly was a founder and director for the original GECS. She has 3-years experience as a charter director, and 10-years charter school experience. Shelly Adams will act as the contact person for the charter school, and the main liaison between the SCOE and GECS.

The GECS Director communicates directly with the Governance Council and to the SCOE Board of Trustees through its Superintendent and designees as necessary. The GECS Director is fully responsible for the daily administration of the GECS. The responsibilities of the Director shall be clearly delineated in the corporate bylaws including but not limited to the following:

- Liaison between the GECS and the SCOE, parents, and the community.
- Remain current with legislation and educational trends that are relevant to the ongoing operation of the GECS.
- Drafting of the annual GECS budget.
- Make recommendations to the Governance Council regarding faculty and staff hiring and firing decisions. Oversee staff performance and facilitate staff evaluations.
- Secure facilities as necessary for the GECS.

GECS contracts with Delta Managed Solutions for specialized charter school financial management, including budget development and tracking, HR, legal compliance with all reporting requirements between the charter, the state and the authorizing agency, monitoring of all percentages and appropriate expenditure categories, insurance, accounting and payroll.

GECS contracts with Innovative School Solutions, of Sacramento, for its student database system. ISS keeps GECS up to date on state and federal tracking requirements, including information needed for CSIS, (Cal-pads, Cal-tides), CBEDS, SNOR, and others. GECS registrar and staff use the OASIS database (provided by ISS) to monitor all aspects of student information – attendance, enrollment, student demographics, CAHSEE scores, and transcripts.

Siskiyou County Office of Education

The SCOE shall have supervisory oversight of GECS. Such duties shall be performed in compliance with California Education Code. Under Education Code Section 47604(c), the Siskiyou County Office of Education, as the agency granting the charter, shall not be liable for the debts and obligations of the GECS, operating as a non-profit public benefit corporation.

Amendments to the Charter

The GECS Board may make amendments to this Charter by majority vote. Material revisions of the provisions of this Charter must be submitted for approval by the County Board. Applications to materially modify the charter may be submitted at any time during the life of the approved charter. Any additional sites that will be used for charter school operations must be approved by the County Board as a material revision of the charter. The GECS must notify the school districts where those additional sites will be located. The County Board will consider whether to approve the additional locations at a public meeting held no sooner than 30 days after notification has been made to those school districts.

The GECS shall retain the right to separately purchase administrative or other services from the County or any other service. Any administrative services to be purchased from the County shall be mutually agreed upon and outlined in a separate Memorandum of Understanding. This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the GECS on the County.

GECS shall promptly respond to all reasonable inquiries and/or requests for written information from the SCOE.

Consultants

GECS has engaged with consultants for the purpose of developing the charter and ongoing consulting of the charter's legal and financial affairs. ***See Appendix #10: Consultant Qualifications.***

These consultants are:

Delta Managed Solutions LLC
1451 River Park Drive, Suite 180
Sacramento, CA 95815
Phone: (916) 284-1370
Fax: (530) 937-2714
www.deltamanaged.com

Spector, Middleton, Young & Minney, LLP
7 Park Center Drive
Sacramento , California 95825
Phone: (916) 646-1400
Fax: (916) 646-1300
www.smymcharterlaw.com

VI. STAFF QUALIFICATIONS

Administrator Qualifications

All administrators at the GECS shall possess leadership abilities and comprehensive educational values that are consistent with the school's vision, philosophy and educational program. The Director and the Coordinator, along with the teachers, are the key employees of GECS. The Director shall possess a Masters Degree in Education or other appropriate Masters Degree, or Preliminary Administrative Credential. Additionally, the Director shall have skills and experience in hiring and supervising teachers, technological and data-analysis experience, experience and charter-specific training in school budget and finance. ***See Appendix #11: Job Descriptions.***

The School Coordinator shall possess a working knowledge of the legal requirements for charter school documentation, testing and accountability. The coordinator will have a minimum of two years experience in charter school administration in the areas of teacher training, independent study documentation, and testing administration. A Masters Degree in Education or other appropriate Masters Degree, or Preliminary Administrative Credential in education is preferred. ***See Appendix #11: Job Descriptions.***

The Director and the Coordinator are evaluated by the Governance Council annually.

Teacher Qualifications

GECS will employ only teaching staff that hold California teaching credentials issued by the California Commission on Teacher Credentialing. GECS will satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act that are applicable to charter schools. ***See Appendix #11: Job Descriptions.***

Teachers at GECS may be assigned to classes outside their credential area in non-core, non-college prep classes. However, teachers will always be assigned to core classes for which they are HQT under NCLB through HOUSSE, credential, course work or through passing a NCLB approved subject matter test.

Teacher Training

GECS has enjoys the support of several professional organizations to which they belong, including: California Charter School Association (CCSA), Charter School Development Center (CSDC), A+ Association for Personalized Learning, and EdVisions. ***See Appendix #12: Professional Organizations.*** All of these organizations offer conferences, workshops, retreats, specific topic trainings, and school visit consultation and training services. All GECS teachers are encouraged to attend professional development training at least once every other year. Teachers are trained on new curriculum, instruction methods and changes in day to day operations at monthly staff meetings.

Administrative staff persons attend regular regional meetings, as well as meetings and conferences several times a year to stay abreast of changes in the charter school or independent study law. Conferences also provide opportunities to improve school programs and services, as well as opportunities for networking and enrichment.

All teachers at GECS are required to keep current their California Teaching Credentials.

Teacher Evaluation

All teachers are evaluated annually by Director and School Coordinator through established annual evaluation meetings, using a common evaluation tool, which is taken directly from the EF job description. In addition, Parent satisfaction surveys are sent out by mail annually to all parents of GECS students to give them the opportunity to anonymously (if the wish) rate their EF's performance. ***See Appendix #13: EF Evaluation.***

Instructional Support Staff

The GECS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the primary teacher for individual pupils, and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position with the school as outlined in the school's adopted personnel policies and job specifications. Evaluations for support staff are being redesigned this year.

Staff Selection

All positions at GECS are open to public application. Job openings are posted in the local newspapers. A hiring committee is formed of 2-5 school employees, by the Leadership Team. Hiring committees always include the Director and persons who may be working closely with, or supervising, the potential new employee. Candidates are all asked the same set of interview questions. Interview questions do not ask for information about age, marital status, religious affiliation, sexual preference, ethnicity, or socioeconomic status. GECS does not discriminate in hiring on the basis of age, sex, race, creed, or marital status. Candidates are scored by each member of the hiring committee on each question. Scores are compared and the highest scoring candidate is called for the position, pending successful completion of new employee processing procedures. All new employees must comply with standard school hiring procedure (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening.) All employees must comply with ongoing TB screening.

General Staff Performance Evaluation

All staff must undergo an annual performance evaluation. The school Director and direct supervisor, if any, will meet with each staff member on an annual basis and review their performance. ***Appendix #6: GECS Policies: Staff Discipline Policy.***

Professional Development

Professional development, which is viewed as a lifelong commitment to professional excellence, will be an integral part of the GECS's structure. Professional Development will be required of the GECS staff, both certificated and administrative. Included will be professional workshops, seminars, and programs. The GECS shall seek qualified professionals to guide the credentialed

teachers toward their maximum potential as they assist parents in program development for each student. Funds will be budgeted that will make it possible for the GECS staff to participate in a meaningful professional development plan.

Employee Representation

The GECS shall be deemed the exclusive public school employer of the employees of the GECS for the purposes of the Educational Employment Relations Act (Gov. Code §§ 3540, et seq.) and its employees shall not be members of the SCOE collective bargaining units. Persons employed by the GECS are considered employees of the GECS for all purposes. No employee will be required to work at the charter school.

GECS Governance Council will hire all school staff, with the recommendation and assistance of the Director and input from the Leadership Team. All employees, shall be selected, employed, and released (if need be) in accordance with the GECS's personnel policies. GECS Governance Council, with input from the Leadership Team, shall set the terms and conditions of employment. The GECS maintains a comprehensive Employee Handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure. This Employee handbook is distributed to employees upon hire, and annually after that. ***See Appendix #14: Employee Handbook.***

Compensation and Benefits

Staff positions and compensation are listed on the current salary schedule. ***See Appendix #15: Salary Scale.*** Faculty and staff at GECS participate in the federal Social Security system, State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), depending upon each individual's eligibility, and have access to other school-sponsored retirement plans, according to policies developed by the GECS's Leadership Team and Governance Council and adopted as the school's employee policies. GECS makes all employer contributions as required by STRS, PERS, and federal social security. The GECS also makes any applicable contributions for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Employee Rights

Members of the Charter staff who leave employment in the Siskiyou County Office of Education to work at GECS will follow the SCOE policies regarding their rights to return to employment with the SCOE. Employees of GECS who were not previous employees of the SCOE will not become employees of the SCOE and will not have the right to employment within the SCOE upon leaving the employment of GECS.

In keeping with Education Code Section 47605(b)(5)(m), it is the intent of the GECS that should any employee of the school SCOE be selected for employment with the GECS, such employee may seek a leave of absence from the SCOE, with approval and length subject to the policies and collective bargaining contracts of the SCOE. However, while employed at the GECS the employee will be subject to the GECS's policies and procedures.

VII. HEALTH AND SAFETY

The GECS shall maintain health, safety, and risk management policies and procedures. At a minimum the GECS shall:

- Require that each employee of the school be fingerprinted for a background check as described in Education Code section 44237.
- Require that each employee of the School be examined for tuberculosis as described in Education Code section 49406.
- Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- Have accessible at each site and free to each student GECS' Disaster Guidebook, which includes school procedures for fire, earthquake, flood, volcanic eruption, winter storm, thunderstorm, chemical emergency, and terrorism, as prepared and disseminated by the Red Cross.
- Require that all buildings comply with applicable State Building Code and Zoning Restrictions to ensure seismic safety.

To assist in ensuring the health and safety of the students of the GECS, the GECS may seek collaboration with the SCOE, community based organizations or the greater community to offer services to the families of GECS students including vision, hearing, and scoliosis screening for students to the same extent as would be required if the pupils attend a non-charter school. Currently, GECS employs Kathy Casey, school nurse, to inspect Cum files for immunization documentation, and to perform necessary student health screening as requested by teacher or SPED coordinator.

The GECS will comply with the applicable laws regarding facility construction and design, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements.

GECS is a member of the California Charter School Association Joint Powers Authority for insurance liability and risk management purposes. GECS undergoes a yearly inspection of its facilities in compliance with the Safe Schools program. GECS is assessed using the GECS Risk Management Assessment Rubric to ensure the safest possible environment for its students. . GECS also does an annual review to ensure compliance with federal environmental laws. Membership in the JPA gives all staff access to the online CCSA Safety Institute, which provides online training programs free of charge. All GECS teachers are required to complete 2 chosen courses a semester to keep up to date on emergency preparedness and first aid. ***See Appendix #16: GECS Risk Management Assessment Rubric and CCSA Safety Institute Trainings.***

GECS is aware that all teachers and school staff are mandated child abuse reporters as mandated by California Penal code 11164-11174.3. All employees are provided with a copy of the Mandated Reporter's Child Abuse Prevention Handbook, as prepared by the University of

Santa Barbara, Human Resources Department. Mandated reporting policy and procedure is reviewed at one staff meeting per year.

The procedure for criminal background checks, policy regarding drug and alcohol use, sexual harassment, weapons, animals, accident and injury reporting, visitors on campus, sick leave, bereavement leave, workers compensation, administration of medications and other health and safety issues are covered in GECS school policy 2004.1 and 2004.6. and covered in the employee handbook. **See Appendix #14: Employee Handbook and Appendix #6: GECS Governance Council Policies.**

VIII. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

GECS will achieve a balance amongst its student population that is reflective of Siskiyou County student population in race, gender, color, national origin, disability and socioeconomic status. GECS will make its informational materials available in all areas of Siskiyou County, and conduct open house and informational meetings in varied settings, to provide easier access by all county residents. In addition, GECS teachers are required to attend meetings in the family's home should transportation to a site be an issue.

Should the enrollment not reflect the overall population, GECS will work with the SCOE to determine the socioeconomic, racial or ethnic make-up of the students in Siskiyou County schools, and determine if at all possible, the various residential areas within the county that may house a high concentration of any socioeconomic, ethnic or racial populations of the county under-represented in the GECS student body. Upon its determination, the GECS shall implement a student recruitment strategy which shall include, but is not necessarily limited to, the following elements or strategies to promote a socioeconomic, racial and ethnic balance among students that is reflective of the schools served in Siskiyou County:

- The development of promotional and informational material that are accessible to the various racial and ethnic groups represented in the county.
- Outreach meetings in several areas of the county to reach prospective students and parents.
- The distribution of culturally appropriate promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, socioeconomic, ethnic, and interest groups represented in the county.
- The distribution of information materials in languages other than English, if there is a population that is not able to easily access the English materials.

The GECS shall review its level of success at reflecting the county's socioeconomic, racial and ethnic balance in its student population annually. If at any time the socioeconomic, racial and ethnic balance of the GECS is to any great extent unreflective of the county, the GECS shall meet with the SCOE to determine in which manner its recruitment and service strategy should be altered for the upcoming school year. GECS shall support new students with ELL programs as necessary. **See Plan for English Learners page 11.**

IX. ADMISSION REQUIREMENTS

GECS intends to enroll a student population that understands and values the school's mission and is committed to the school's instructional and operational philosophy. The GECS will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, religion, gender, disability and/or achievement level.

No Student will be required to attend GECS. Students that do not attend GECS may attend their local school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Parents or guardians of each student enrolled at GECS will be informed, at the time they enroll and within the student/parent handbook, that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in GECS, except to the extent that such a right is extended by the SCOE.

No eligible student shall be turned away from enrollment by GECS. The GECS shall comply with all laws establishing the minimum and maximum age for public school attendance. Eligible students can not have progressed further than the first letter of the SARB process. Expelled students may also be denied admission, based on the conditions upon which they were expelled from their previous school and their expulsion plan.

No student will be denied admission on the basis of race, creed, color, gender, sexual preference, marital status, primary language, pregnancy, disability, socioeconomic status, I.Q., political affiliation or beliefs. Between first contacting the school and meeting a teacher for enrollment and initial assignments no more than 3 business days should pass, and in most cases, a student can be seen that same day, if they have their transcripts, immunization records and birth certificate in hand. It may take several days for the student's name to appear in the system, but they can be considered enrolled when they receive their first assignments from their teacher.

Prior to admission, all legal guardians and the enrolling student must sign an independent study parent/student agreement. These signatures indicate an understanding of the GECS, philosophy, program, and requirements. To enroll in GECS, the student and guardian must fill out, sign and date the enrollment packet which includes the Master Agreement – the primary independent study document. **See Appendix #17: Enrollment Packet** Immunization records or waiver, and birth certificate are required to complete enrollment. Students with an active IEP must enroll on a 30-Day placement, to give the IEP team time to determine if independent study is an appropriate placement for the student.

Should GECS receive more requests for enrollment than staff and facilities can accommodate, a waiting list will be created of interested students. In the event that the number of students who wish to attend the school exceeds the school's capacity, admission to the school, except for existing pupils of the school, will be determined by a public random drawing held in stages according to preference group in the following order: 1) siblings of current students; 2) children of current staff members; 3) students who reside within Siskiyou County; 4) children who reside in Castella; and 5) all other applicants.

If and when openings occur in the school, student names will be put into a raffle barrel. GECS will contract with a local police or fire official to check the contents of the barrel for fair representation of GECS applicants, turn the barrel and then choose the required number of names. The random drawings will be held at the next scheduled staff or governance board meeting. The official will sign a statement verifying their lack of interest in the drawing, and that to the best of their knowledge, the drawing was truly random.

X. PUPIL SUSPENSION AND EXPULSION

In order to promote the learning and protect the safety and well being of all students in the school, school staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Discipline Policy may be amended as needed without the need to amend the Charter, provided that the amendments comport with legal requirements. Parents and students are given this policy within the Parent Student Handbook. The Policy includes a preliminary list of the offenses for which students in the GECS must and may be suspended or expelled. In preparing this list, the GECS considered the offenses for which students in non-charter public schools may be suspended or expelled. ***See Appendix #18: Student Discipline Policy.*** Prior to each GECS charter renewal, parents, students and staff will be given an opportunity to review the pupil suspension and expulsion policy and to make recommendations for revisions to the policy.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. The school will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

For classes and activities held at GECS sites, policies for discipline are developed, with input from parents, students and staff. These policies are designed to meet the particular needs of each site, types of activities, and grade levels of students participating. These policies are revisited every school year and updated as needed.

XI. DISPUTE RESOLUTION

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the School pursuant to the School's policies, (2) minimize the oversight burden on the SCOE, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The GECS and the SCOE agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within GECS

Disputes arising from within GECS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school. The SCOE shall not formally intervene in any such internal disputes without the consent of the Governance Council of the GECS and shall refer any complaints or reports regarding such disputes to the Governance Council or the Director of the school for resolution in keeping with the school's policies. The SCOE, however, retains the right to conduct its own independent inquiries into disputes or complaints against GECS as a function of oversight responsibility. The SCOE agrees not to intervene or become involved in the dispute unless the dispute has given the SCOE reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Governance Council of the school has requested the SCOE to intervene in the dispute. ***See Appendix: 6: GECS Policies – Conflict Resolution Policy.***

Disputes Between the GECS and the SCOE

In the event that the GECS and the SCOE have disputes regarding the terms of this charter or any other issue regarding the school and the SCOE's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the GECS and the SCOE, the staff and Governance Council of the GECS and the SCOE administration agree to:

- 1.** Within five business days, frame the issue in written format and refer the issue to the Superintendent of the SCOE and the Director of the GECS. In the event that the SCOE believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.
- 2.** Within the week following, the Director and Superintendent, or designees, shall informally meet and confer in an attempt to resolve the dispute.
- 3.** In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards, who shall jointly meet with the Superintendent of the SCOE and the Director of the GECS to resolve the dispute. This meeting shall occur not later than five days following the previous meeting.
- 4.** If the joint meeting fails to resolve the dispute, the SCOE and GECS shall submit the dispute to a mediator within 48 hours. The Superintendent and the Director shall agree in writing to the selection of the mediator and the procedure for the mediation. Recommendations of the mediator are non-binding and advisory only. The cost of the mediator will be shared equally between the SCOE and the GECS.

XII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budgets

The proposed first-year operational budget is attached including start up costs, reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education. Budget notes are included that clearly describe the assumptions

of revenue estimates, including the basis for average daily attendance estimates and staffing levels. Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size. ***See Appendix #19: Budget and Financial Information.***

Insurance

The GECS will maintain general liability, errors and omissions, property and casualty, and workers compensation insurance and shall present evidence of such insurance by no later than June 1, 2008 or such earlier time as the GECS shall employ individuals or acquire or lease property or facilities for which insurance would be customary. ***See Appendix #20: Summary of Insurance Coverage.***

Administrative Services

GECS plans to continue its contract for business services with Delta Managed Solution, LLC (Delta). Delta provides GECS services including

- Human resources – payroll, coordinates insurance, coordinates employee hiring, management, and termination practices.
- Purchasing – provides a web-based purchasing system, processes warrants.
- Fiscal services – provides and administers a comprehensive SACS-based bookkeeping system, tracks capitalization and depreciation of school's fixed assets, prepares monthly financial updates to school's Governance Council, provides budget consulting and assists with budget preparation, and coordinates annual independent audit process.

Audits

Annual fiscal audits of the GECS will be conducted by an independent auditor. The audit will verify the accuracy of the school's financial statements, attendance and enrollment practices, and will review the school's internal controls, according to generally accepted accounting principles. The scope of the audit shall meet all applicable requirements of the K-12 Audit Guide. The Director will be responsible for contracting and overseeing the independent audit and shall be responsible for putting the audit contract out to bid at least once every three (3) years. The Governance Council may change audit firms on a more frequent basis at its sole discretion. The auditor will have experience in education finance, and charter school independent study and be on the state approved list of independent auditors. GECS plans to retain the school's current audit firm: Feddersen and Company LLC. ***See Appendix #21: Audit Letter of Engagement.***

The annual audit will be completed and sent to the appropriate agent of the Siskiyou County Office of Education, the State Controller's Office, and the California Department of Education by December 15th of the next school year. The annual audit will remain on file at the GECS's main office for public viewing. The GECS's Governance Council will review any audit exceptions or deficiencies, and all procedures and processes that caused the exceptions and/or deficiencies will be resolved in accordance with state law and to the satisfaction of the granting agency. A report detailing how the procedures that caused any deficits or exceptions have been, or will be modified, will be forwarded to the SCOE within three months of the auditor's report.

Conflicts of Interest

The GECS complies with all applicable conflict of interest laws and regulations including Government Code §1125 et. seq. ***See Appendix #6: GECS Policies – Conflict of Interest.***

Facilities

This charter authorizes the operation of the GECS, which may operate numerous enrichment/resource sites. GECS will follow local building codes as appropriate for each site. At the time of this charter petition the sites for GECS include:

Mt. Shasta Main Office: 2226 South Mt. Shasta Blvd., Mt. Shasta, CA
Mt. Shasta: 2405 South Mt. Shasta Blvd., Mt. Shasta, CA
K-6 Enrichment Site: 429 Freeman Lane, Mt. Shasta, CA
Yreka: 1515 South Oregon Street, Yreka, CA
Mt. Shasta Resource Site: 612B S. Mt. Shasta Blvd., Mt. Shasta, CA

See Appendix #22: Lease Agreements and GECS Brochure.

Transportation

GECS is a school of choice and therefore it will be the responsibility of parents/guardians to provide transportation of students to and from school and school related activities. Some students who can not afford transportation to school are provided with bus passes for the STAGE for the days and times of their classes only. GECS staff and field trip drivers are required to give insurance information to the school, to insure proper coverage. Students may only ride with GECS staff or field trip drivers if prior written permission is given by the parent/guardian. GECS is not responsible for driving arrangements made between parents or parents and other parties for their children's transportation.

XIII. CLOSURE PROTOCOL

In the event that the GECS closes, the GECS shall comply with all State Board of Education charter school closure regulations, as may be amended from time to time. Additionally, it shall be the GECS policy to do the following upon school closure:

1. The assets and liabilities of the school will stay with the GECS Non-Profit 501(c)3 if the Non-Profit or school employees plan to use them for another school. If the school is permanently closed, with no plans to re-open under another sponsor, and the Non-Profit dissolved, then the assets and materials will be given to the Siskiyou County Office of Education.
2. Parents and students of GECS will be notified as soon as possible if it appears that school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.
3. Upon graduation, matriculation, or closure, parents or guardians of students will be provided with a printed or electronic transcript of their academic progress at the school, along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records.
4. The Governance Council shall ensure that a final audit of the school's assets and liabilities is performed.

5. Employees will be notified as soon as possible when it appears that school closure is imminent. Employees will not receive any hiring rights, transfer rights or return rights from the SCOE if they seek employment with the SCOE or any local districts due to GECS's closure.
6. The Governance Council will also provide for the transfer of student and financial records to the SCOE.

XIV. COUNTY IMPACT STATEMENT

GECS will provide an alternative educational placement under the SCOE. The Charter is able to enroll students that are struggling in regular education schools. The GECS demands academic rigor and students must show continual progress to remain enrolled. ***See Appendix #23: GECS SARB Policy.*** With additional support and a personalized learning plan, many of these students are successful in our program. GECS has worked to foster relationships with the other school districts within Siskiyou County to prevent struggling students from progressing academically by "school hopping". We strive to work together with the other Siskiyou County schools to provide educational options for all students.

GECS expects to enroll 275 students in 2008-2009. ***See Appendix #1: Enrollment by Grade and District*** for current enrollment information. GECS provides a Siskiyou County independent study charter school that will keep apportionment within the county, thus benefiting the SELPA.

Administrative Services

SCOE will provide oversight and performance monitoring, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests. For these supervisory oversight tasks and duties, GECS will pay a fee representing documented actual costs that will not exceed one percent of the average daily attendance funds as per ED. Code Section 47613, provided to GECS, unless SCOE provides a substantially free facility. In that case, under the GECS Act, SCOE can charge up to three percent of the average daily attendance funds representing documented actual costs of supervisory oversight as per Ed. Code Section 47613. The Charter does not intend to ask SCOE for facilities.

The SCOE Board may, as a condition of approval, enter into an agreement with a third party, at the expense of GECS, to oversee, monitor, and report to the County Board on the operations of the GECS. In this case, the SCOE Board may determine which of the charter school operations will be monitored by the third party, and may require the third party to report information concerning the operation of the charter school to the SCOE Board.

The GECS does not intend to purchase support services from SCOE. The GECS is a direct-funded charter school according to current law. It manages its own funds, with an established account at a private bank. The Charter contracts with Delta Managed Solutions for financial and human resource services including the tracking of financial data and compiling the fiscal reports due to the granting agency. The Charter will remain a member of the SCOE JPA for fingerprinting and background checks.

The Charter will work with SCOE to complete SCOE's requirements for an annual review. This generally will take place each fall and is expected to be complete by January 31st of each year.

Financial Reporting

The GECS, working with the County, will develop an annual calendar of deadlines and reporting timelines to establish and align with County priorities for the GECS. The GECS's proposed calendar includes the following reports to the County Superintendent:

- | | |
|---|---|
| 1. On or before July 1 st | Preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement. |
| 2. On or before December 15 th | Interim financial report, reflecting changes through October 31 st . |
| 3. On or before March 15 th | Second interim financial report, reflecting changes through January 31 st . |
| 4. On or before September 15 th | Final un-audited report, for prior year. |
| 5. On or before December 15 th | The final audited report |
| 6. December 31 st , April 15 th , June 30 th | Attendance Reporting |
| 7. By the 25 th of the month | Monthly Financial Reports |
| 8. By the 25 th of the month | GECS Board Minutes |

The GECS shall adhere to the County's reporting requirements and shall also provide the following reports as required by law:

- ADA (Average Daily Attendance) reports J18/19.
- SARC (School Accountability Report Card – charter schools may use their own formats).

Annual Performance Audit

The GECS management team will be thorough in their approach to developing systems and programs that work in conjunction with the best practices established by other successful direct-funded charter schools. The GECS will provide an annual report to the County Board, which will include:

- Documents which verify that all teachers at the school hold Commission on Teacher Credentialing certificates, permits, or other documents equivalent to that which teachers in other public schools would be required to hold, and that those teachers instructing students meet the requirements imposed under state and federal law on charter school teachers pursuant to ED Code 47605(l).

- A report on the general operation of the charter school including the fiscal condition of the school.
- Student performance data including STAR scores, API and AYP results, and any other performance data collected by GECS.
- Written documentation and certification that the Charter has complied with all reports required by law.
- Annual certification in accordance with SCOE's Board Policy BP0420.4(j).
- Review of each component of Initial Charter Petition for compliance.
- Analysis of whether goals are being met.
- Summary of major decisions and policies established by the board in each year.
- Data of level of parent involvement in governance of school.
- Summary data from annual student/parent satisfaction survey.
- Data regarding numbers of staff, their qualifications and verification of credentials.
- Copy of health/safety procedures and summary of any major changes.
- Determination of the suitability of the facility in terms of health and safety.
- Determination of the suitability of the facility in terms of educational utility.
- Making copies of all required documentation (e.g. leases, insurance, etc.)
- Overview of admission practices.
 - Number of actual students enrolled
 - Waiting Lists
 - Expulsions and suspensions
- Analysis of any internal/external dispute resolutions.

If the SCOE has any concerns over the GECS's annual report, or any other concerns at any time, the SCOE should discuss these concerns in a timely manner, with the GECS. The GECS should be given a reasonable opportunity to correct deficiencies in charter performance.

Civil Liability

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

The current GECS has no claims or potential litigation pending against the charter school. For the 2004-2005 school year, GECS had an audit finding that was about their student-teacher ratio. The audit finding was appealed and GECS prevailed. Currently GECS maintains a student-teacher ratio of approximately 21-1, which is well within the legal limits of the statewide ratio of 25-1.

The Charter intends to manage risk independently, not secure it through the SCOE.

Correspondence

Correspondence from SCOE to GECS should be sent to:

Golden Eagle Charter School
216 N. Mt. Shasta Blvd.
Mt. Shasta, CA
Phone (530) 926-5800
Fax (530) 926-5826

Correspondence from GECS to SCOE should be sent to:

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA
Phone (530) 842-8400
Fax (530) 842-8436

XV. TERM, RENEWAL AND REVOCATION

The term of this Charter shall begin July 1, 2008 and shall expire June 30, 2013, a term of five years. The GECS shall initiate a subsequent renewal of the Charter at least nine months prior to expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code at the time renewal is requested.

The County may revoke this Charter by a majority vote of the Governing Board of the SCOE after complying with all of the procedures contained in Education Code § 47607

Amendments

Material revisions to this charter may be submitted at any time by GECS and shall be subject to the standards, criteria and timeline contained in Education Code §47605.

Severability

If one item in the charter is found to be invalid for any reason, all other elements remain in effect.