



Accrediting Commission for Schools Western Association of Schools and Colleges

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: 9/1/2018

School:	<u>Gorman Learning Center San Bernardino / Santa Clarita</u>		
Address:	<u>1826 Orange Tree Lane</u>	<u>Redlands, CA</u>	<u>92374</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u>Number and Street</u>	<u>City and State</u>	<u>Zip Code</u>
Telephone #:	<u>(909) 307-6312</u>	Fax #:	<u>(909)</u>
Email Address:	<u>dburchett@gormanlc.org</u>		
Chief Administrator:	<u>Denice Burchett, Executive Director</u>		
School District:	<u>Lucerne Valley Unified School District</u>		
Enrollment:	<u>1269</u>	Current Grade Span to be Reviewed:	<u>TK-12</u>
County:	<u>San Bernardino and contiguous counties</u>		

Check any of the following that apply to your school:

- Comprehensive
 Community Day School
 Alternative Education/Continuation
 Independent Study
 Charter School
 Home Study
 Online Distance Learning
 Other: Explain: Personalized Learning

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online variable%, and the percentage of students utilizing the online delivery system variable%.

Briefly describe: All students participate in the Personalized Learning program, which offers multiple options for courses, including online options. The percentage of all students participating in some online curriculum therefore varies.

Note: If more space is needed on the following pages, please append additional sheets.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Gorman Learning Center San Bernardino / Santa Clarita is a personalized learning public charter school. Our starting point is a homeschool student, an individual learner with individual expectations, activities, and resources. Our goal is the same as that of traditional schools: to better align those expectations, activities, and resources according to the strengths and needs of students. Personalized Learning seeks to take the best of all worlds—the homeschool tradition, the classroom setting, and everything in between—and use what works best for each student.

Each student's plan for curriculum and instruction is driven by data, parent input and choice, and bounded by Personalized Learning Teacher (PLT) expertise.

The program, the staff, the students, and the resources of the school were part of Gorman Learning Center until the Gorman Learning Center San Bernardino / Santa Clarita charter went into effect July 1st, 2018. Both Gorman Learning Center and Gorman Learning Center San Bernardino / Santa Clarita are operated by Gorman Learning Charter Network, a non-profit organization.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

Gorman Learning Center San Bernardino / Santa Clarita (GLC SB/SC) is chartered by Lucerne Valley Unified School District as an independent study charter program, which means that any student residing in San Bernardino County or adjacent counties may enroll. This geographical area covers population centers as diverse and widespread as Los Angeles, Bakersfield, Riverside, and Barstow, and the suburbs and rural areas in between. However, GLC SB/SC is starting its first year of operations with two primary hubs of enrollment, Redlands and Santa Clarita. GLC SB/SC used to be part of Gorman Learning Center, which operated Resource Centers in Redlands and Santa Clarita.

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up

Enrollment by Grade Level:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12
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18	72	71	89	82	79	71	89	108	134	87	114	133	122
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Ethnicity

American Indian or Alaska Native	Asian	African American, not of Hispanic Origin	Filipino	Hispanic or Latino	Pacific Islander	White, not of Hispanic Origin	Other
25	49	75	43	237	6	692	142

English Proficiency - English Language Proficiency Assessments for California (ELPAC) Results Spring 2018

Level 4 – Well Developed	12 Students
Level 3 – Moderately Developed	7 Students
Level 2 – Somewhat Developed	4 Students
Level 1 – Beginning Stage	3 Students
No Proficiency Results Yet	4 Students

Enrollment by Age:

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17	71	70	92	83	79	85	91	109	120	98	112	125	100	16	1

Enrollment by Gender:

Female	685
Male	584

Special Populations:

Gifted and Talented Education	20
Title I Part C Migrant	4
Socioeconomically Disadvantaged	110
Special Education	71
Non-Permanent Housing	26

Student Achievement Data – Schoolwide student growth as measured by i-Ready internal Benchmark Assessments:

2017-2018 Reading	Beginning of Year	End of Year
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Tier 1 (Proficient)	53%	57%
Tier 2 (Up to one year below Grade Level)	24%	21%
Tier 3 (More than one year below Grade Level)	24%	22%
2017-2018 Math	Beginning of Year	End of Year
Tier 1 (Proficient)	41%	53%
Tier 2 (Up to one year below Grade Level)	30%	20%
Tier 3 (More than one year below Grade Level)	29%	26%
2016-2017 Reading	Beginning of Year	End of Year
Tier 1 (Proficient)	54%	61%
Tier 2 (Up to one year below Grade Level)	23%	20%
Tier 3 (More than one year below Grade Level)	23%	19%
2016-2017 Math	Beginning of Year	End of Year
Tier 1 (Proficient)	40%	56%
Tier 2 (Up to one year below Grade Level)	30%	21%
Tier 3 (More than one year below Grade Level)	29%	23%

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Although GLC SB/SC is a new charter, it is inheriting the knowledge and experience of Gorman Learning Center, which started in 1999. This program was intended to serve homeschool families. They would continue to teach their children at home, but the charter school would provide the support of credentialed teachers and standards-based curriculum.

After nineteen years, the independent study program is the central pillar of a much more ambitious, varied, comprehensive approach to learning which includes direct instruction, online learning, tutoring, and other elements from across the spectrum of education, all of which are components of the personalized learning plans of our students.

Each student has his or her own needs, strengths, goals, interests, preferences, challenges, and personality. Our PLTs and parents build a personalized learning plan for each student that takes all of that into consideration. This learning plan varies from student to student. The right combination of independent study, online courses, resource center classwork, vendor course instruction, tutoring and other offerings is different for every child.

The same elements of our program will not work the same way for all of our students, so we encourage flexibility and foster creativity to meet student needs.

Students spend every day in a learning environment of one kind or another, with an adult instructor setting goals with them, guiding them, providing resources, and measuring their progress. For most GLC SB/SC students, on most days, that means that they are at home with a parent who is following a lesson plan provided by a Personalized Learning Teacher. Many GLC SB/SC students are in other learning environments, as well. These include resource center classes, where resource center facilitators are setting goals with them, guiding them, providing resources, and measuring their progress. Resource Center Facilitators follow lesson plans that were developed with the help of curriculum specialist or single-subject specialist Personalized Learning Teachers. These environments also include the community, where students may be participating in Vendor Course Instruction or volunteer work. Each student in a resource center class, a vendor course, or in any other learning environment has been assigned those work and activities by his or her Personalized Learning Teacher.

Because GLC SB/SC's core program is independent study, attendance is not measured as the days that students are physically present in a class or any other school facility. It is measured as the time value of the overall work, participation, and product of a student, regardless of where that student spent the time.

In order to support personalized learning, GLC SB/SC empowers decision-making at the level that is closest to the student.

The school decides policy, accountability measures, and goals, and it provides access to many curriculum options.

PLTs decide how to adapt those requirements and resources to serve their families, and they consult with parents in choosing curriculum, as well as additional instructional resources such as resource center classes, Vendor Course Instruction, tutoring, and online classes. They provide support and resources to parents and students.

Parents decide how to implement curriculum and use instruction to help their children reach their goals.

Since the early days of GLC, the power of parents has prevailed. Parent demand started the first resource center. It seeded and expanded the Vendor Course Instruction program. It launched official school field trips. It has been the genesis of innumerable pilot programs, new classes, course offerings, curriculum options, and resources.

If the past is any guide, the future success of GLC SB/SC will depend on the school's ability to be true partners with parents.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

A1.1. State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

Proposed Language:

Vision GLC SB/SC prepares students with the 21st century skills necessary for higher education and career readiness.

Mission GLC SB/SC offers a personalized program of study by focusing on challenging academic standards and forming partnerships between dedicated professionals and families. It emphasizes individualized student learning plans driven by interest, innovation and flexibility.

Motto *Bringing academic excellence home*

A1.2. State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

These learner outcomes were developed by a Steering Committee comprised of Teachers, Counselors, and administrative staff. They are rooted in the Common Core Anchor Standards. Stakeholders have a developing understanding of these learner outcomes.

Literacy

All graduates of GLC SB/SC have mastered the skills necessary to comprehend content and interpret meaning of text and imagery presented in multiple formats.

They can

- Interpret words and phrases
- Determine central ideas and themes
- Make logical inferences
- Follow the structure of texts
- Integrate and evaluate content presented in multiple media and formats
- Understand and explain the relationship between point of view and content of texts
- Delineate and evaluate the argument and specific claims of texts
- Trace arguments and claims to the evidence that is cited to support them

Analysis

All graduates of GLC SB/SC have mastered the skills necessary to manipulate and investigate information and data in order to reach logical and mathematically sound conclusions.

They can

- Assess the credibility and accuracy of sources of evidence
- Make sense of problems, conflicts, and disputes and persevere in solving them
- Model with problem-solving systems, including mathematics
- Draw evidence from literary or informational texts to support analysis
- Reason abstractly and quantitatively
- Use appropriate tools strategically
- Construct viable arguments and critique the reasoning of others

Communication

All graduates of GLC SB/SC have mastered the skills necessary to express, explain, and describe their knowledge, thinking, beliefs, and questions clearly through multiple media.

They can

- Clearly convey complex ideas and information
- Clearly state an argument
- Clearly state claims that support an argument
- Cite specific evidence and its source to support claims

The following list includes the GLC SB/SC Values Statement, which was developed by the wider Teacher body. Stakeholders broadly understand these to be the values of the school.

GLC Core Values

The educators at Gorman Learning Center...

1. Focus on the Learner

When the student is the starting point, and an educated individual is the goal, the way forward will become clear. To focus on the learner means to embrace and employ Personalized Learning. Assessments are tools to target instruction. Curriculum is selected to meet students where they will be most effectively challenged. Progress is measured in terms of the goals set for each student.

2. Engender Ownership

For a Personalized Learning approach to work, students must take ownership of their educational goals and the learning process. To engender ownership means that families hold students accountable for fulfilling their responsibilities, teachers hold families accountable for fulfilling their responsibilities, administration holds teachers accountable for fulfilling their responsibilities, and ultimately, students and families hold the school accountable for fulfilling its responsibilities. We are a team, and each of us has an indispensable contribution to make to the team effort.

3. Instill a Love of Learning

People will dedicate their whole lives to doing something they love, and we believe learning is the worthiest lifelong endeavor. To instill a love of learning means to model everyday curiosity, to follow unexpected and unplanned paths, to base learning on inquiry, exploration, research, and discovery, and to create learning environments everywhere our students go.

4. Support Choice

Ours is not the traditional or standard school model, which means that parents who have enrolled their students with us have made what is still an unusual choice. To support choice means to honor the parent's solemn obligation to do what is best for their children. We respect that parents must often make difficult choices with uncertain results, and we do all that we can to provide the tools, insight, and expertise that will be meaningful to them as they make these choices.

5. Teach Critical Thinking

All students have the ability to think critically. Our job is to nourish them. To teach critical thinking means to allow students to encounter and confront problems and come up with their own solutions. Students need to be able to make their own decisions and face the consequences of those decisions in a safe learning environment.

6. Settle for No Less Than Success

An "easy school" is a contradiction in terms. To settle for no less than success means to ask ourselves often what our students have learned, to overcome failure with hard work, and to combat complacency and low expectations with academic rigor and a real-world perspective.

7. Involve Parents

Parent involvement is built into the DNA of GLC. To involve parents is to teach them to be powerful tutors for their own children and to engage them in vigorous discussion about their students' goals, progress, needs, and decisions.

8. Expect Integrity

For a school to blend choice with academic rigor and personalized learning with accountability, all team members must demonstrate integrity. To expect integrity means that we as educators accept nothing less in ourselves, our colleagues, our leaders, the parents we support, and the students we teach.

9. Foster Creativity

A comfortable mind has no stake in the learning process. To foster creativity means that we place a high value on thoughtful expression. We challenge students to experience something unfamiliar, to inhabit a different perspective, and to make adventurous mistakes every day. And we push students to explore and explain how their thinking has been affected.

10. Live by Flexibility

Just when we think we have the perfect system in place, a new disruption forces us to change our routine. To live by flexibility means that we see the role of our profession, our school, and the public education system itself as subordinate to the needs of our students and students everywhere. We do all we can to avoid the mistake of trying to make students fit someone else's mold. Instead, we try to focus on the learner.

A1.3. Explain how the school's purpose is communicated to the members of the school community.

The school's leadership communicates the school's purpose at annual Professional Development Days and periodic staff meetings to Personalized Learning Teachers. PLTs carry the message of the school's purpose directly to the parents and students.

A1.4. Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

The vision of the school reflects the learner outcomes. The mission of the school reflects the values that underlie the program. The ongoing improvement process asks teachers and administrators to be responsive to parent feedback about what the program can do to better serve their children.

A1.5. Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

The process for this review will include the input of regional parent committees, an annual stakeholder survey, and leadership team meetings. The administration will present changes and affirmations of the school purpose and schoolwide learner outcomes to the Board of Directors.

Supporting Evidence and Documentation:

- Mission and Vision Statements
- LCAP
- LCAP Parent Committee Meetings
- Universal Benchmark Assessments
- Community Liaison Job Description

Achievements:

Consistency between the Schoolwide Learner Outcomes and the State Standards

Shared values

High parent impact on application of school program to individual students

Areas for Improvement:

Stakeholder awareness of specific Schoolwide Learner Outcomes and their relevance to individual students

More frequent review of Vision, Mission, Outcomes, and Values and assessment of program alignment to those statements

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

A2.1. Provide information about the governance structure and its responsibilities.

Policies clearly establish the Board of Directors as responsible for setting the vision of the school and providing direction regarding priorities to the school administration. The approval of the Board of Directors is required for the LCAP and the Annual Budget, which translate priorities into available resources.

Policies establishing Brown Act requirements and Robert's Rules of Order are in place, and Board members receive training on these when they take their seats.

A2.2. Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

The board policies and bylaws are not specifically tied to the vision, mission, or SLOs.

A2.3. Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

There is substantially similar, but not uniform, understanding of the role and responsibilities of the Board of Directors and the professional staff. The Board of Directors in recent years has engaged with school administration in comprehensive discussions of the school's programs and services, the allocation of resources, the evolution of the organizational structure, the addition of positions, and the acquisition of contracts, services, and facilities. The Board has communicated program priorities in terms of personnel and resource allocation.

A2.3. Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

Periodic progress reports to the Board of Directors by administration allows for critical discussion and analysis of our practices and effectiveness.

A2.4. Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

All parents receive written complaint procedures in the Parent and Student Handbook. The Board of Directors operates with a culture of validation of parent concerns.

Supporting Evidence and Documentation:

- GLCN Website
- GLCN Policies (1000s)
- Board Meeting Minutes
- Board Meeting Public Comment Section
- Director's Reports
- Parent and Student Handbook
- Parents Rights Handbook

Achievements:

The Board of Directors is comprised of parent representatives who speak to the needs of families that the school serves. The Board is highly involved in LCAP development and Budget development.

Areas for Improvement:

The Board Policies and Bylaws do not expressly connect with the Vision, Mission, Schoolwide Learner Outcomes, and Values statements.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

A3.1. Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

LCAP findings and monthly board meetings shape the planning of our programs. Input from stakeholders gained through community feedback and suggestions offer the opportunity to continually grow our unique school. Discussion at PLT meetings and monthly trainings help to keep our employees informed and have input.

Teachers are structurally integrated into school decision-making in a way that could serve as a model for integrating parents. Administration consults with teachers regarding major school initiatives and changes at monthly PLT meetings as well as via email and internal surveys to gather input.

To support accountability, clear professional expectations are outlined and readily available to all PLTs, and evaluations are conducted based on those expectations. Periodic staff reviews help identify areas of strength and offer additional support in areas needing growth. Annual self-evaluations and goal setting offer opportunities for self-reflection.

Personalized Improvement Plans offer a path for improvement for those staff members who are not meeting expectations.

A3.2. Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

PLTs are able to collaborate and discuss ideas during Professional Development and PLT meetings. We also communicate effectively through email to get ideas about different types of curriculum, college information, etc. There is a Teacher Portal on the website, and administration is increasingly utilizing videoconference platforms to engage in more frequent discussions with geographically distant team members.

A3.3. Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

The related processes of Budget and LCAP development draw from input in different ways. The Budget determines which programs will grow and to what extent. It is developed by the administration with the support of a Budget Committee which involves instructional leaders and department heads. The LCAP determines where progress will be measured, and it is developed by the administration with the support of an LCAP Parent Advisory Council.

A3.4. Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

The school has established roles and responsibilities to ensure that there is student achievement data analysis at the beginning and end of each year, that each program and service is separately evaluated for its impact on student learning, and that the leadership team is able to compare apples to apples when making decisions about changes or improvements to the overall program. The annual measurable outcomes related to student achievement on state testing and internal benchmarks are specifically addressed in the LCAP.

Supporting Evidence and Documentation:

- LCAP Meeting Notes
- Board Meeting Minutes
- i-Ready Benchmark Data
- CAASPP Data
- English Proficiency exam results
- PLT Expectations/Evaluation
- Staff Evaluation Procedures
- Self-Evaluation Forms
- PIP Form
- Org Chart

Achievements:

Strengthened role of Directors of Regionalized Services to support accountability and professional development of teachers

Increased parent participation in LCAP development

Participation of students in beginning- and end-of-year school benchmarks at the 90% mark consistently

Development of our School Site Council and Single Plan for Student Achievement

Areas for Improvement:

Explicitly data-driven rationales for decision-making

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

A4.1. Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Applicants are pre-screened, education and credentials are verified, and interviews are conducted to assess the qualifications of candidates related to background, experience, training, and skills. New hires are fingerprinted.

A4.2. Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Powerpoints and other materials for testing, evaluation, high school information, and other pertinent resources are sent to all PLTs by email and are also available in Teacher Tools (a staff-only portion of the GLCN website) and on Google Drive in the PLT Handbook. These documents keep PLTs informed and up to date on new information, additions, expansions, and changes to previously available offerings, developing programs, and issues that arise.

Job descriptions that have been reviewed and updated adequately represent the roles and responsibilities of the positions. Job descriptions that are out-of-date often do not reflect the entirety of a position's scope of responsibility.

PLTs are evaluated at least annually by their supervisors.

The school periodically updates its Organization Chart, using the forum of a Board of Directors meeting to outline structural changes and discuss their rationales and ultimate impacts on the operations of the school.

PLTs find that discussions through emails and PLT meetings together effectively provide relevant responses to questions pertaining to day-to-day activities

A4.3. Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Clear expectations are outlined and readily available to all PLTs, and evaluations are conducted based on those expectations. Periodic staff reviews help identify areas of strength and offer additional support in areas needing growth. Annual self-evaluations and goal setting offer opportunities for self-reflection.

Personalized Improvement Plans offer a path for improvement for those staff members who are not meeting expectations.

A4.4. Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Every teacher participates in an annual two-day teacher training conference and will be participating in “Mini-PDDs” and monthly training tasks, whereby the school will train all teachers on how to integrate the Common Core state standards into instruction, how to implement and utilize the data from the i-Ready benchmark assessment program, and how to guide students in the process of developing post-graduation career goals. In addition, teachers participate in training opportunities over the course of the year for Student Study Teams, using the benchmark assessments, accessing digital curriculum content and virtual instruction for students, and other school initiatives.

In addition, mentors for new teachers have helped build up a common framework of school policies and procedures that can help to train them in school practices.

A4.5. Summarize the current process to determine the measurable effect of professional development on student achievement.

Student achievement data is analyzed by subgroup, including subgroups consisting of students participating in specific services and programs. PLT effectiveness in supporting participation in those programs and services and providing access to curriculum and instruction is evaluated annually.

A4.6 List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

This criterion is not specifically applicable to the program, which provides for independent study overseen by credentialed teachers.

A4.7. Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

A4.8. Describe any use made of regularly employed instructional assistants.

Assessing GLC SB/SC's use of the Personalized Learning Model requires a different understanding of how instructional assistants fit in. Each student has his or her teacher of record, the PLT, who holds a credential and is responsible for curriculum, instruction planning, and grading. And parents pick up the bulk of daily instruction, including scoring assignments using answer keys and rubrics. In addition, for students attending resource center classes, there are Resource Center Facilitators, who provide direct instruction and also score assignments based on answer keys and rubrics. They also administer tests and quizzes.

A4.9 Describe any regular use made of community volunteers.

There is not regular use made of community volunteers. The most recent LCAP process illuminated this deficit, and each resource center is working towards establishing or developing parent volunteer opportunities.

A4.10 Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

1269 : 103, or 12 : 1

A4.11 Provide the information regarding support or classified staff.

(based on our staff list in SIS)

Office / Clerical Staff	16, shared with GLC
Administrators	8, shared with GLC
Resource Center Facilitators, including Substitutes	39
Special Education Department	4, shared with GLC

Warehouse	5, shared with GLC
Information Technology	3, shared with GLC
Facilities, Maintenance, and Operation	3, shared with GLC
Student Records, CALPADS	3, shared with GLC
Human Resources	3, shared with GLC
Fiscal Services	3, shared with GLC

Additional Supporting Evidence and Documentation:

- Employment Policies
- PLT Handbook
- PDD Agendas
- New Teacher Training Agenda
- GLC Notes
- Parent Student Handbook
- Mentor Program

Achievements:

Consistent attention to professional development of credentialed teachers
 Positions filled with qualified candidates

Areas for Improvement:

Specific articulation of schoolwide learner outcomes in job descriptions and employee evaluations

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

A5.1. Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Department heads, administration, and our board work together to focus resources on those programs that produce the most usable data and evidence of success (i.e. resource centers, online programs, tutoring, i-Ready diagnostic and instruction, field trips, regional counselors, CTE). We individualize each student's program to their specific needs, so devoting resources to programs that promote personalized learning opportunities allows students their best opportunity for success.

Parents and PLTs are given flexibility in ordering curriculum that meets the students' needs, based on knowledge of the students' goals and interests and using the students' performance data. It also allows students to afford tutoring online or through a vendor.

A5.2. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

The resource allocation process is based on an annual adopted budget that was developed with input and consensus of department heads, reviewed and commented upon by the Board of Directors, revised, and approved by the Board.

A5.3. Explain the impact the process for the allocation of resources has made on student learning.

The process has yielded growth in direct instructional offerings, including expansion of resource center classes, one-on-one tutoring, and vendor course instruction. Based on student achievement data analysis, the most effective elements of the program for delivering student achievement outcomes are those which involve additional direct instruction.

A5.4. Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

The school operates as its own LEA for the purposes of budgeting and resource allocation. It undergoes an annual audit of fiscal practices and internal controls, the results of which are publicly presented at a Board of Directors meeting. A budget committee comprised of department heads and project leaders developed the annual budget, which has increased the degree of transparency within the organization as to current expenditures, budgeting priorities, and changes in resource allocation.

The Board of Directors has a high degree of involvement in the Budget adoption process. Each of the last three annual budgets has been discussed at length over the course of multiple Board meetings, and the Board has established clear priorities for the allocation of resources.

A5.5. Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

The school's Facilities and Maintenance department conducts periodic inspections of every facility owned or leased by the school for business, storage, logistics, and student activity. These include the Business Office and Redlands Resource Center in Redlands, the Warehouse in Redlands, and the Santa Clarita Resource Center. The school's insurance company, CharterSafe, also conducts periodic inspections. The inspections identify (and school Facilities and Maintenance Staff correct) safety problems, structural damage, electrical, plumbing, and HVAC problems, and ensure capacity limits are not exceeded.

A5.6. Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

The primary means through which the school provides instructional materials and equipment is the Online Purchasing System (OPS), which PLTs use to generate Educational Materials Requests on behalf of parents and students. Textbooks, consumables, equipment, manipulatives, and supplies that are available through OPS are housed in a warehouse leased by the school, and orders are processed by the school's warehouse staff. Orders are shipped to PLTs, who distribute materials to students and parents.

The continual search for effective curriculum options and a variety of supplementary learning tools are essential for creating a personalized learning plan for each student and addressing areas where students are struggling. We have teams to develop, analyze and evaluate our programs, including regional Subject Expert Teachers, a CTE Team, Curriculum Development Team, Warehouse team, and Math Program Development Coordinator. Offering iPads and Chromebooks to students promotes and extends student learning.

A5.7. Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

Staff members are hired and trained with the unique nature of our program as the focus. A mentor program provides the support and guidance needed to find success as a new member of our personalized learning charter school program.

Monthly staff meetings and periodic professional development opportunities and conferences help to nurture our staff members' professional growth.

Supporting Evidence and Documentation:

- Annual Adopted Budget
- Board Budget Workshop, Budget Adoption minutes
- CTE Program
- Mathematics Program Development Coordinator
- Curriculum Development Team
- High School Counselors
- Auditors' Reports
- Facilities Inspection Checklists
- OPS
- LCAP Adoption Meeting Minutes

Achievements:

Inclusion of a broad base of school personnel in budget development

Development of box sets, bundles, and improvements to ordering turnaround time

Areas for Improvement:

Provision of leadership skills development opportunities

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

A6.1. Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

The establishment of a Budget Committee is a positive step towards improved stakeholder involvement in the review of long-range plans and capital needs. This forum decentralizes the process of establishing outlay priorities and allows for regional representatives to discuss local needs with one another and school administration and fiscal services staff. Open Board meeting sessions dedicated to the public review of the budget, as well as the online streaming of these board meetings, provides for transparency in budget decisions.

A6.2. Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

The school has written policies defining internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

An independent financial audit is conducted annually, including a review of relevant policies. Fiscal services staff operate in accordance with established practices and auditor guidance.

A6.4. Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

Failure to follow fiscal policies and procedures is grounds for disciplinary action.

A6.5. Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

The Board of Directors determines who is authorized to sign contracts, sign checks, and release institutional funds. Two signers are required for all releases of funds in excess of \$14,999, and all Payroll hard copy checks (non direct deposit). Reviews of all expenditures, including payroll, and credit card statements are included in Board packets, which are public documents. Credit cards can be used with prior written authorization from the Executive Director. No employee may use school funds or credit without proper authorization.

A6.6. Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

The school follows generally accepted accounting principles (GAAP). The school uses the Standardized Account Code Structure (SACS) and follows the California School Accounting Manual (CSAM) for accounting process in the general ledger system and to prepare its financial statements.

A6.7. Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

There is high transparency in the budget approval process once it reaches open session of a Board of Directors meeting. The Board reviews and decides whether to approve the adopted budget, the 1st Interim budget, and the 2nd Interim budget reports. Department budgets are individually managed by department heads and project leaders and reviewed by the Chief Business Officer.

A6.8. Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

The Board of Directors approved a salary scale for administrative, business, office, and specialist/technician positions in 2018, and a matrix of hourly wages for resource center facilitators, supervisors, and staff, based on education, experience, assignment, and type of work completed, in 2016-2017. PLTs are compensated on a per-student rate dependent on years of service, with a limit in place of 30 students per PLT. Contracts for the Executive Director and Director of Finance are negotiated with the Board of Directors at the time of hire. Health benefit coverage up to \$850 per month is offered to all full-time staff.

A6.9. Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Enrollment has grown largely due to word-of-mouth. Direct marketing strategies have been developed for the current year, including parent events, advertising, and community partnerships. The school's association with charter school coalitions, specifically APlus+, enables the school to utilize some or all of a public relations strategy that is built upon statewide research into the public understanding of and attitudes towards personalized learning public charter schools.

A6.10. Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

The school submits the adopted budget, 1st Interim and 2nd Interim budget reports, unaudited actuals, and audit reports to the granting district, the San Bernardino County Superintendent of Schools, or the California Department of Education as required by law, the school Charter, and the Memorandum of Understanding with the Lucerne Valley Unified School District.

A6.11. Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

The school is budgeting to build up reserves, which it will utilize for facilities expansion for resource centers and increased direct services to students.

Supporting Evidence and Documentation:

- Adopted Budget
- Budget Workshop and Budget Adoption Meeting Minutes
- Auditor's Reports
- Policies (4000s)
- Policies (7000s)
- Board Meeting Packets – Consent Agenda
- Board Meeting Minutes – Approval of Signers
- Salary Schedules

Achievements:

Adherence to accounting rules and norms

Strong net position

Areas for Improvement:

Improved alignment of budget planning process to schoolwide learner outcomes

Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

B1.1. Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Between PLS, updated Common Core curriculum and online courses and UC course lists, GLC SB/SC has the standards covered.

Standards are in the texts for grades 6-12 and on parent guides or in the texts for K-3rd. Texts for grades 4-5 are aligned with 80% of the CA SS at minimum.

PLTs evaluate the work, give tests, administer i-Ready benchmarks and/or in-house grade level paper/pencil benchmark assessments. PLTs determine the level of mastery of the standards. Both GLC’s Schoolwide Learner Outcomes and curriculum committee- or Subject Expert Teacher-developed lesson plans are based on the Common Core State Standards, so there is built-in congruence between the material students are using, the assignments they are completing, and the SLOs.

More interdisciplinary units would be in order for all grade levels. Much of this is left up to the PLTs. Students are to review their work with their PLTs every twenty school days with discussion of learning. PLTs have access to the online instructors via email if there are any concerns.

Resource centers are also using the pacing guides to teach along the same guidelines. We are using Pearson in our curriculum content bundles, which is linked through our parent student portal and students have access to online lessons and video that go with their texts.

B1.2. Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

Administration supports and implements the work of regional Subject Expert Teachers to establish curriculum design for broad use which is geared towards the needs of their regional community

B1.3. Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

The school is on a 5 year curriculum adoption schedule. Two regional Guidance Counselors collaborate with GLC’s Guidance Counselor to review legal changes impacting graduation requirements and credits. A schoolwide grading policy has been initiated at multiple times but never completed. PLTs issue grades based on student performance in their professional judgment.

B1.4. Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

Given the geographical area served by GLC SB/SC, and its status as a school of choice, there are no formal articulation agreements or processes with other schools or local colleges and universities.

B1.5. Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

Students are taking the following courses as of the 2018-2019 Fall Semester (updated August 20, 2018)

<p>English: A-G American Literature A-G English 10 A-G English 11 A-G English 12 A-G English 9 AP English Literature and Composition CC ENGL 101 - Freshman Composition CC ENGL 103 *CRITICAL THINKING AND RESEARCH CC English 101 Freshman English English 10 English 11 English 12 English 9 K-8 Language Arts K-8 Reading Comprehension and Fluency K-8 Spelling</p> <p>Social Science: A-G United States Government AP Government CC POLISC 150 INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS United States Government A-G Economics Economics K-8 Social Studies A-G United States History AP United States History CC H230 Essentials of US History A-G World History</p>	<p>Mathematics: A-G Algebra A-G Algebra 1 A-G Algebra 2 A-G Geometry A-G Integrated Math 3 A-G Personal Finance A-G Pre-Calculus A-G Trigonometry Algebra 2 Algebra I Beginning Algebra (1st year of 2 year Course) Beginning Algebra (2nd year of 2 year Course) Business and Personal Finance Business Math Consumer Math General Math Geometry K-8 Algebra 1 K-8 Mathematics K-8 Math Intervention K-8 Pre-Algebra Life Skills Math Personal Finance Pre-Algebra Pre-Algebra</p> <p>Foreign Language: A-G ASL 1 A-G ASL 2 A-G ASL 3 A-G French 1</p>	<p>Science: A-G Biology w/lab Biology Biology with Lab CC BIOL 101L GENERAL BIOLOGY LAB A-G Chemistry w-lab A-G Earth Science with lab Anatomy and Physiology Chemistry Chemistry with lab Earth Science Earth Science with lab Environmental Science Physical Science K-8 Science</p> <p>Visual and Performing Arts: Advanced Instrumental A-G Art Foundations Band 1 Basic Art 1 Basic Art 2 CC 152 STRING ENSEMBLE CC 270 Beginning Acting CC 535 Dance Team Techniques CC Art 186 CERAMICS I CC ART 251: Digital Photography CC DANCETQ 121-Jazz Dance I CC DANCETQ 141-Modern Dance I CC DANCETQ 231-CONDITIONING FOR DANCE I CC Music 152 STRING ENSEMBLE</p>
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<p>A-G World History and Geography AP World History Honors World History World History United States History Physical Education: Physical Education 1 Physical Education 2 Physical Education 3 Physical Education 4 Weight Lifting K-8 Physical Education Technology: Computer Programming VRC Introduction to Information Technology</p>	<p>A-G French 2 A-G Spanish 1 A-G Spanish 2 American Sign Language 2 American Sign Language 3 American Sign Language 1 CC FREN 101 *ELEMENTARY FRENCH 1 CC SIGN 101 AMERICAN SIGN LANGUAGE I CC SPAN 101 - College Spanish I CC SPAN 102 *ELEMENTARY SPANISH 2 French 2 French I German 2 German 3 German I Japanese 1 Japanese 3 Korean 1 Latin 2 Spanish 1 Spanish 2 Spanish 3</p>	<p>CC Theatre Choir Dance 1 Drama 1 Drama 2 Drama 3 Drawing 1 Drawing 2 Drums 3 Guitar 1 Guitar 2 Guitar 3 Instrumental Instruction Intermediate Art 1 Intro to Visual Art & Design Music Musical Theatre Music Composition Painting 1 Painting 2 Piano 1 Piano 2 Piano 3 Theater Violin 1 Violin 2 Visual Arts 1 Visual Arts 2 Voice Voice 2 VRC Introduction to Professional Theater</p>
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B1.6. List the courses for which there is a written comprehensive and sequential documented curriculum.

All courses in the Personalized Learning System which are tagged as “GLCN” have been developed by Subject Expert Teachers and/or the Curriculum Team, and are complete with a written comprehensive and sequential documented curriculum:

Language Arts:

GLCN 18-19 A-G English 10, My Perspectives, Pearson, 2017
 GLCN 18-19 A-G English 11 American Lit, My Perspectives, Pearson, 2017
 GLCN 18-19 A-G English 12 British-World Lit, My Perspectives, Pearson, 2017
 GLCN 18-19 A-G English 9, My Perspectives, Pearson, 2017
 GLCN 18-19 English 10, My Perspectives, Pearson, 2017
 GLCN 18-19 English 11 American Lit, My Perspectives, Pearson, 2017
 GLCN 18-19 English 12 British-World Lit, My Perspectives, Pearson, 2017
 GLCN 18-19 English 6, My Perspectives, Pearson, 2017
 GLCN 18-19 English 7, My Perspectives, Pearson, 2017
 GLCN 18-19 English 8, My Perspectives, Pearson, 2017
 GLCN 18-19 English 9, My Perspectives, Pearson, 2017
 GLCN BND6 English 6 - My Perspectives, Pearson, 2017 [SP]
 GLCN BND6 Journeys CC Writing Handbook 6
 GLCN BND6 Journeys Literature CC Student Edition Gr. 6
 GLCN BND6 Language Fundamentals
 GLCN BND6 Language Fundamentals New Edition
 GLCN BND7 English 7 - My Perspectives, Pearson 2017 [SP]
 GLCN BND8 English 8 - My Perspectives, Pearson, 2017 [SP]
 GLCN BOX1 Handwriting Grade 1 (Zaner Bloser, 2016)
 GLCN BOX2 Handwriting Grade 2M (Zaner Bloser, 2016)
 GLCN BOX3 Handwriting Grade 3 (Zaner Bloser, 2012)
 GLCN BOX3 Handwriting Grade 3 (Zaner Bloser, 2016)
 GLCN BOX4 Handwriting Grade 4 (Zaner Bloser, 2016)
 GLCN BOX5 Handwriting Grade 5 (Zaner Bloser, 2016)
 GLCN BOXK Handwriting K (Zaner Bloser, 2012)
 GLCN BOXK Handwriting K (Zaner Bloser, 2016)
 GLCN DB1 All About Reading Level 2, 3RD EDITION
 GLCN DB1 Common Core Writing Handbook 1
 GLCN DB1 Grammar Practice for Grades 1-2
 GLCN DB2 Journeys: Common Core Student Edition Gr. 2, Vol. 1-2
 GLCN DB2 Journeys: Common Core Writing Handbook 2
 GLCN DB3 Journeys: Common Core Student Edition Gr. 3, Vol. 1-2

GLCN DB3 Journeys: Common Core Writing Handbook 3
 GLCN DB4 Journeys CC Writing Handbook 4
 GLCN DB4 Journeys Literature CC Student Edition Gr. 4
 GLCN DB5 Journeys CC Writing Handbook 5
 GLCN DB5 Journeys Literature CC Student Edition Gr. 5
 GLCN DBK All About Reading Level 1
 GLCN DBK Journeys: Common Core Writing Handbook K
 GLCN DBTK All About Reading Pre-Reading
 GLCN SB1 Learning Sight Words Is Easy
 GLCN SB1 Reading-Literature: The Primer
 GLCN SB1 Right Into Reading 1
 GLCN SB1 Spectrum Language Arts Gr. 1
 GLCN SB1 What Your 1st Grader Needs to Know (ELA)
 GLCN SB1 Writing Prompts Journal Gr. 1-2
 GLCN SB2 3 Ways to Write Practice Journal Gr. 2-3
 GLCN SB2 Reading-Literature: First Reader
 GLCN SB2 Right Into Reading 2
 GLCN SB2 Spectrum Language Arts Gr. 2
 GLCN SB2 What Your 2nd Grader Needs to Know (ELA)
 GLCN SB3 3 Ways to Write Practice Journal Gr. 4-5
 GLCN SB3 Reading-Literature: Second Reader
 GLCN SB3 Right Into Reading 3
 GLCN SB3 Spectrum Language Arts Gr. 3
 GLCN SB3 What Your 3rd Grader Needs to Know (ELA)
 GLCN SB4 Daybook 4 (Great Source, 2008) w-Lit Response Forms
 GLCN SB4 Language Fundamentals 4 (Evan Moor, 2007)
 GLCN SB4 Word Study and Phonics 4 (Spectrum, 2015)
 GLCN SB4-6 Four-Square Writing Method (TLC, 1999)
 GLCN SB5 Daybook 5 (Great Source, 2008) w-Lit Response Forms
 GLCN SB5 Language Fundamentals 5 (Evan Moor, 2007)
 GLCN SB5 Word Study and Phonics 5 (Spectrum, 2015)
 GLCN SBK I Can Read! Biscuit Phonics Readers (12 books)
 GLCN SBK Jump Right Into Reading
 GLCN SBK Learning Sight Words Is Easy
 GLCN SBK My ABC Journal
 GLCN SBK My First Writing Prompts Journal
 GLCN SBK What Your Kindergartner Needs to Know (ELA)

GLCN SBTk Handwriting Readiness ABC 123 Just for Me! Activity Book

Mathematics:

- GLCN 18-19 A-G Algebra 1, Big Ideas Math, HMH, 2015
- GLCN 18-19 A-G Algebra 1, Glencoe-McGraw Hill, 2014
- GLCN 18-19 A-G Algebra 2, Big Ideas Math, HMH, 2015
- GLCN 18-19 A-G Algebra 2, Glencoe-McGraw Hill, 2014
- GLCN 18-19 A-G Foundations in Personal Finance, Ramsey Education Solutions, 2014
- GLCN 18-19 A-G Geometry, Big Ideas Math, HMH, 2015
- GLCN 18-19 A-G Geometry, Glencoe-McGraw Hill, 2014
- GLCN 18-19 Pre-Algebra, Big Ideas Math, HMH, 2015 [SP]
- GLCN 18-19 Pre-Algebra, Glencoe, 2012
- GLCN BND Saxon Math 7-6
- GLCN BND Saxon Math 8-7
- GLCN BND Saxon Math Algebra 1 (3rd Ed)
- GLCN BND Saxon Math Algebra 2 (3rd Ed)
- GLCN BND Saxon Math Algebra One-Half (3rd Ed)
- GLCN BND Saxon Math Course 1
- GLCN BND Saxon Math Course 2
- GLCN BND Saxon Math Course 3
- GLCN DB Saxon Math 1
- GLCN DB Saxon Math 2
- GLCN DB Saxon Math 3
- GLCN DB Saxon Math 5-4
- GLCN DB Saxon Math 6-5
- GLCN DB Saxon Math K
- GLCN SB1 Mathematical Reasoning Level B w/WYFGNTK
- GLCN SB2 Mathematical Reasoning Level C w-WYSGNTK
- GLCN SB3 Mathematical Reasoning Level D w/WYTGNTK
- GLCN SB4 Mathematical Reasoning Level E
- GLCN SB5 Mathematical Reasoning Level F
- GLCN SBK Mathematical Reasoning Level A with WYKNTK
- GLCN SBTk Mathematical Reasoning Beginning 2

Science:

- GLCN 18-19 A-G Biology w-Lab, Glencoe-McGraw Hill, 2017
- GLCN 18-19 A-G Chemistry w-Lab, Pearson, 2012
- GLCN 18-19 A-G Earth Science w-Lab, Glencoe, 2013
- GLCN 18-19 A-G Physics: Principles and Problems, McGraw-Hill, 2017

GLCN 18-19 Earth Science w-Lab, Glencoe, 2013
 GLCN BND6 Interactive Science: Earth Science 6 (Pearson, 2016)
 GLCN BND7 Interactive Science: Life Science 7 (Pearson, 2016)
 GLCN BND8 Interactive Science: Physical Science 8 (Pearson, 2016)
 GLCN BOX1 Core Skills: Science Grade 1
 GLCN BOX2 Core Skills: Science Grade 2
 GLCN BOX3 Core Skills: Science Grade 3
 GLCN BOXK Skill Sharpeners: Science K
 GLCN BOXTK Skill Sharpeners: Science Pre-K
 GLCN DB4 Interactive Science 4 (Pearson, 2016)
 GLCN DB5 Interactive Science 5 (Pearson, 2016)
 GLCN SB4 Skill Sharpeners: Science 4
 GLCN SB5 Skill Sharpeners: Science 5

Social Studies:

GLCN 18-19 A-G Modern World History, Pearson, 2016
 GLCN 18-19 A-G Understanding Economics, McGraw Hill, 2016
 GLCN 18-19 A-G United States Government: Democracy in Action, Glencoe, 2010
 GLCN 18-19 A-G US History and Geography, McGraw Hill, 2014
 GLCN 18-19 Modern World History, Pearson, 2016
 GLCN 18-19 US History and Geography, McGraw Hill, 2014
 GLCN BND6 Ancient World History California 6, Pearson 2019
 GLCN BND7 Medieval and Early Modern Times 7 (Pearson, 2019)
 GLCN BND8 American History, Pearson, 2016
 GLCN BOX1 Core Skills: Social Studies Grade 1
 GLCN BOX2 Core Skills: Social Studies Grade 2
 GLCN BOX3 Core Skills: Social Studies Grade 3
 GLCN BOXK Basic Not Boring Social Studies K-1 [SP]
 GLCN BOXTK Notebook Social Studies
 GLCN DB3 Maps, Globes, Graphs Level C
 GLCN DB4 My World Social Studies 4 (Pearson, 2019)
 GLCN DB5 My World Social Studies 5 (Pearson, 2019)
 GLCN SB4 Scott Foresman Our California (Pearson, 2006)
 GLCN SB5 Scott Foresman Our Nation (Pearson, 2006)

Other:

GLCN 18-19 A-G Spanish 1, Asi se dice, McGraw Hill, 2014
 GLCN 18-19 A-G Spanish 2, Asi se dice, McGraw Hill, 2014
 GLCN BND6 Spelling Skills 6

GLCN BOX1 Handwriting Grade 1 (Zaner Bloser, 2012)
GLCN BOX2 Handwriting Grade 2M (Zaner Bloser, 2012)
GLCN SB4 Spelling 4 (Spectrum, 2015)
GLCN SB5 Spectrum Spelling 5
GLCN 18-19 A-G Voice 1
GLCN 18-19 A-G Voice 2
GLCN 18-19 A-G Voice 3

B1.7. List the graduation requirements of the school, if applicable.

(Appended Graduation Requirements Document)

B1.8. Briefly describe the post-graduation plans of the school's graduating class, if applicable.

Based on the most recent survey data, 39.1% of respondents indicated that their student would begin work on a Two Year Degree in the first year after graduation, 41.4% indicated that their student would begin work on a Four Year Degree in the first year after graduation. 6.9% indicated that the next step was a training program, and another 6.9 % indicated that their student would directly enter the workforce after graduation.

Additional Supporting Evidence and Documentation:

- PDD agenda
- PLT Meeting agendas
- UC Course list
- Standards included in PLS courses
- Samples of Assignment/Work Records
- PLS Assignments
- GLC SB/SC Home page: resources and in teacher tools under curriculum
- Some texts (Journeys, My Perspectives)
- Online courses from a variety of vendors

Achievements:

Development of a-g courses and curriculum bundles for high school

Areas for Improvement:

Gathering data on student post-graduation plans

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

B2.1. Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

GLC SB/SC has a full-time CTE Coordinator, several CTE teachers with credentials developing CTE pathways, and third-party courses via Odysseyware Academy. Resource centers offer opportunities for face to face collaboration and presentations. Students have access to Career Cruising for career interest assessment and research, and High School Guidance Counselors assist in advising students on working toward career goals.

Students have choice in curriculum which PLTs can implement for them. In 2015-2016, the high school "Basic" track graduation requirements were revised to emphasize personal choice and selection of subject area.

PLTs also encourage students to take work experience courses to volunteer or work in their area of interest to see if it is an area in which they want to create a career goal.

B2.2. Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

Our in-house offerings include labs at the resource centers with face to face instruction being aligned with a-g practices. Rigorous online courses are available.

We are offering a-g courses under Common Core standards in-house. We have been able to meet more a-g compliance regulations for those courses and have more students using UC courses than before. We are continually adjusting our courses for clarification and ease of use for future years.

Students are now able to use tutoring for the UC logs.

Resource centers are offering labs. Home lab kits are available for all students through the Online Purchasing System

B2.3. Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Student and parents talk with the PLT about their goals. Sometimes this is initiated by the parent or student and sometimes the PLT brings it up. Behind the scenes, High School Counselors conduct grad checks and develop Grad Plans, which they send to PLTs. PLTs and High School Counselors collaborate to identify appropriate and effective course options for students to fulfill their high school goals. PLTs talk with students and parents about possible online classes, curriculum, opportunities such as VCI, resource center courses, or possible work experience geared towards their interests. PLTs and parents together decide on how to implement the student's Grad Plan.

B2.4. Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

The high school course of study is broken down into tracks—the Basic track which meets minimum graduation requirements, and the College Prep/a-g track which optimizes courses according to college entry requirements. Until recently, students would often default into the Basic track, and it would take proactive action on the part of the family to shift into the College Prep or a-g track. Regionalized High School Counseling services have helped to increase the identification of goals relevant to their course selection.

HS counselors send out college days type information from different colleges as well as scholarship programs. These are passed on to students via email from the PLT.

B2.5. Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Access to multiple options is a fundamental feature of the Personalized Learning Model. What the school may need to do better is to make the options clear and understandable to more PLTs, families, and students.

B2.6. Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

Every student has a tailored personalized learning plan, and they are able to fulfill their graduation requirements with a flexible system of supports.

Supporting Evidence and Documentation:

- Career cruising flyer
- Resource center class lists
- Student grad plans
- UC Course list
- RC enrollment and courses offered (science labs, VAPA)
- Handbook explains UC/CP classes
- Online courses
- HS counselors
- Grad plans
- Future CTE plan

Achievements:

Accessible Guidance Counselor

Available options for a-g courses and CTE courses

Areas for Improvement:

Better alignment of CTE, a-g courses, grad plans and post-graduation student goals

Clearer and more consolidated information about available options

Category C

Standards-based Student Learning: **Instruction**

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

C1.1. Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

The school has invested in the development of curriculum bundles and aligning courses supported by resource center instruction with a-g requirements. Increasingly, students who take part in an in-house course, whether independent study or with resource center instruction, is following a pacing guide and completing activities that align with the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. Due to the personalized learning model, families are able to choose curriculum and instruction approaches that are not a-g aligned or identified by the school as effective in supporting the college- and career-readiness standards. Only standards-aligned curriculum is available, but out-of-date curriculum is still available through the Online Purchasing System. Student work samples are included in monthly independent study records, and PLTs assess their engagement with content, subject area mastery, and progress towards learning goals. PLTs comment in the records about the progress and struggles of each student, changes made to the personalized learning plan to better support the student. When students are using resource center or online instruction, PLTs have access to the syllabus and assignment lists, and can structure the student's monthly assignments, issue grades, and award credit accordingly, using the resource center facilitator or online instructor's feedback as appropriate.

C1.2. Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Students have monthly meetings with PLTs where PLTs assess progress and revise goals. The PLT seeks to determine whether students have mastered the relevant skills and concepts from the month's assignments. Depending on the results of assessment and checking for understanding, PLTs will guide a discussion with the family to clarify learning goals, annual progress goals, and post-graduation goals as they pertain to the skills and concepts at hand. When PLT communication is goal-centered and clear, students demonstrate clarity in their understanding of how the skills and concepts connect to the expected performance levels.

C1.3. Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

The personalized learning model allows the PLT to collaborate with parents to provide students with different avenues, instructional approaches, and learning materials so that all students can learn according to their individual needs. PLTs check for understanding at monthly PLT meetings (as well as obtaining feedback from facilitators, tutors, and online instructors where applicable) to monitor the effectiveness of the selections of instructional offerings the student is using.

Supporting Evidence and Documentation:

- Box Set/Bundle list
- PLS course information (particularly RC-based classes)
- Assignment and Work Records
- Work Summary Reports

Achievements:

Personalization to individual student needs and situations

Areas for Improvement:

Maintaining a culture of high expectations for all students which encourages parents to be involved in rigorous instruction

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

C2.1. Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

PLTs receive training at yearly Professional Development Day conferences, mini-PDDs, and monthly training tasks. Training topics include administering and monitoring assessment results, proctoring online assessments directly, and accessing instructional materials on the internet and on smart devices. PLTs are each provided with a Chromebook, laptop, or tablet and encouraged to use these devices in the context of PLT meetings to assess student progress.

C2.2. Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

PLTs conduct monthly meetings with students in a student-parent-teacher conference format, addressing learning results and seeking to understand and resolve problems and impediments to student learning. This one-on-one focus fosters a relationship of trust and accountability between students and their PLTs, encourages students to self-advocate, self-assess, and self-motivate. PLTs are able to develop this one-on-one relationship with each student on their roster.

C2.3. Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Students using the recently developed “MyPerspectives” curriculum have increased opportunity to read and analyze texts in multiple formats. Students who are assigned to complete the Writing Projects must perform higher order thinking skills and engage substantively with questions. Students participating in direct instruction English classes at the resource centers have the opportunity for collaboration with one another and instructors. Project-Based Learning opportunities are included in a-g courses.

C2.4. Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

Students participate in creative projects and group assignments in multiple classes at the resource centers. GLC-developed lesson plans include options for projects students can complete to demonstrate learning in the independent study setting. While there are multiple means through which some students must demonstrate higher cognitive levels, there is insufficient evidence to state that all students must demonstrate higher order thinking skills as a regular part of their learning.

C2.5. Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Students are required to conduct research of additional sources beyond the textbook in high school level research writing assignments. Students have access to online sources and community experiences (via Field Trips).

C2.6. Explain the degree to which students have access to and are engaged in career preparation activities.

All students have access to online CTE courses, and most have access to CTE courses offered at Resource Centers. This need has historically been addressed at the regional level by Resource Center classes such as Life Hacks and personal finance, and at the individual level by proactive efforts on the part of PLTs to link students with local community resources or ROP, and by encouraging and awarding credit for Volunteer Work and Work Experience.

Supporting Evidence and Documentation:

- PDD Agenda
- Student Work Samples
- RC Class assignments
- Online class assignments
- CTE Course List
- RC class syllabi
- PLS Archived Work Samples
- 1:1 Device program
- Work Summary Reports
- Student research writing samples
- Field Trip List
- Career Cruising

Achievements:

New raft of CTE courses available to choose from

A-g English 9-12 bundles based on MyPerspectives include challenging higher order thinking tasks

Areas for Improvement:

Uniformity of expectations for student participation in rigorous and career-preparatory activities

Category D

Standards-based Student Learning: **Assessment and Accountability**

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

D1.1. Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

GLC SB/SC uses data-driven protocols to ensure that students stay on pace, demonstrate progress, and ultimately achieve mastery of content. This is enabled by the data tracking and reporting functions of the Student Achievement and Intervention Coordinator and the Data Team. The staff will then have knowledge to recognize when to step in with timely inquiries and appropriate interventions (such as a parent conference, or a lesson adjustment to better accommodate the student's learning style).

Assessments in place include: i-Ready benchmarks, CAASPP, English Proficiency exam, Title I additional qualifiers, Physical Education State Testing, and SPED assessments. The school has an effective assessment process as demonstrated by tracking of the above results, as a means of diagnostic assessment and intervention. The school participates in CAASPP testing each spring and the data is entered into PLS, for tracking of progress by parents and staff. The Educational Services Report provides levels of performance and state and community accountability and measurable results, from which we make plans of action.

PLTs administer screenings to students throughout the year, especially those who struggle academically, to ensure progress is being made, to confirm benchmark results are accurate, and to identify any potential area of concern. This data serves to inform an SST, ensure appropriate referrals to Special Education and allow the SPED department to better support our PLT and student population (in both general and special education). Both math and ELA screening need to be administered over a series of learning periods, so as to form a portfolio and documentation of student progress or lack thereof.

D1.2. Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

PLTs lead discussion of CAASPP Summative and Interim Assessments and Benchmark results with parents at the next LP meeting following the availability of those results. Administration provides a public report at a meeting of the Board of Directors at least once annually illuminating the assessment data and its impact on the California Dashboard.

D1.3. Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Grades are based on impartial, consistent observation, by PLTs (working with parents), of the quality of the student's work and his/her mastery of course content and objectives. Students have the opportunity to demonstrate this mastery through a variety of channels such as resource center class participation, assessments, projects, classwork, and online classes. When reporting student grades to parent(s)/guardian(s) (i.e. report cards, progress reports, etc.), staff may add narrative descriptions, observational notes, and/or samples of classroom work to better describe student progress in specific skills.

Grades are based upon objective criteria. Student grades and course averages can be accessed through an online grade book (PLS). Parents/guardians have their own private passwords to access grade information.

Students who take online classes with a teacher are given grades by that teacher according to that program's standards. PLTs are given access as a "mentor" and can regularly check in to see progress. PLTs have access codes that "unlock" tests for students and this helps to maintain the security of the work. PLTs retain the responsibility to give students official grades. Discrepancies between the PLT-issued grade and the online teacher's grade may take place, but the school has not instituted a process to identify such discrepancies.

PLTs determine student grades taking into consideration the score reports of Resource Center Facilitators, Online Instructors, or other support staff. Students who do not receive passing grades cannot promote to the next grade. Benchmarks are also a factor in determining if a student has gained mastery of subject matter, but benchmark scores are not included in grade calculations (although participation in intervention may be).

Benchmark scores and CAASPP Interim Assessment scores are used to determine growth, and state and local assessments determine performance levels.

Students advance to the next grade or pass a course based on the PLT grade.

Supporting Evidence and Documentation:

- i-Ready group data reports
- CAASPP data
- Title I progress report
- Educational Services Report
- Report Cards
- Benchmark growth reports

Achievements:

Regular participation in benchmark assessments

Areas for Improvement:

Grading policy

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

D2.1. Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

PLTs use observation, checking for understanding, and guided demonstration at the monthly meetings. These assessments show up on the Work Summary Reports, generated every Learning Period (20 instructional days or less). Benchmarks and Growth Monitoring assessments empower progress monitoring. Summative assessments, which can be presentations or projects, show up on the report cards. These are effective in showing what the student learned. Online assessments are effective if the student has a good grasp of how to use the computer. For example, often 3rd graders taking the CAASPP, or other online assessments, do not know how to use a computer very well. They may know the assignment, but their lack of computer skills adds a variable that ruins the authenticity of what is being tested.

D2.2. Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

Most assessing of student learning is done by PLTs at individual monthly meetings informally, via comprehension checks, quick writes, math assessments, etc. PLT assessment, parent report, previous CAASPP and benchmark scores, and the individual student's learning setting are what the majority of PLTs use in making curricular decisions.

There are many opportunities for growth in this area. Enabling and giving time to PLTs to evaluate student test scores and data at the beginning of the year, before curriculum ordering must be completed would drastically help improve this area. Also, combining data and looking at grade level data would also help us to recognize school-wide areas of needed academic support.

Periodically at PLT meetings the PLTs will gather and view data, but this has not been uniformly implemented. PLTs were not aware of how to access schoolwide data. PLTs receive benchmark scores and data and may use that data to guide curriculum choices. Use of benchmark score and assessment data to inform curricular choice is the topic of the first monthly training of 2018-2019.

The Curriculum Committee and SETs developing courses have not conducted a thorough analysis of schoolwide student assessment data as part of the process of selecting curriculum for courses that they are developing for GLC SB/SC students.

D2.3. Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student work is the best indicator of progress because it is consistent and given over the course of the year. Student work is authentic and is a formative assessment because it shows what students know during the learning process.

D2.4. Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Student feedback is one of the main forms of student assessment at the PLT meeting. This is done each month with students and is also done with the Guidance Counselor. Guidance Counselors interview with high school students, help them map out what they plan to do after high school, and help them determine areas they need to grow in order to accomplish those goals.

Supporting Evidence and Documentation:

- Work Summary Reports
- Report Cards
- Guidance Counselor websites

Achievements:

PLTs consistently review totality of student work

Areas for Improvement:

Implementation of Data Chats

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

D3.1. Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

The Administration regularly utilizes the talents of the staff and parents in formal groups or as individual members of the school community. The school maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which address identified needs.

Student progress is important to monitor because it shows what is working and what is not. Each stakeholder plays a part in monitoring what is working and what is not. Especially in our model, because so many parts work to create a well-rounded education. Parents are teaching at home and are a crucial component.

D3.2. Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

The school has been grappling with math performance deficits schoolwide for many years. This has led to a raft of changes and additions to the school's math instruction support offerings. The school prioritized benchmark assessment completion in 2013-2014 and saw a marked increase in available progress data. The following year, the school provided central support to the process of identifying below-grade-level performance and initiating Response to Intervention plans for students. Online instruction targeting skills deficits has been required of students performing below grade level on benchmark assessments.

Resource centers have opened higher level mathematics classes and launched programs such as "math lab." A well-developed Student Study Team process has facilitated a system for identifying and addressing learning deficits.

The school has hired a Math Program Development Coordinator to support and encourage student engagement in Math and coach teachers, support staff, parents and administration in curricular choices, mathematic teaching strategies for the personalized learning model, and develop existing and new resources for learning.

D3.3. Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Graduation requirements are determined by the track that the parent/student decides to be on. There are three tracks, UC/CSU, CP, and General. The Guidance Counselor creates a grad plan for that student. The counselor checks student progress and transcripts throughout the year to be sure the student is on track.

Homework and grading policies are determined per the PLT, as well as the curriculum and level of rigor.

Students taking a-g classes need to adhere to the curriculum and framework on the HS Articulation Website.

D3.4. Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

Stakeholders are not unanimous on the methods that would be best utilized for assessing and monitoring student progress. This is consistent with the Personalized Learning model, and the tension between personalization of student assessment and the needs of the school to evaluate programs with holistic data analysis is an ongoing feature of the decision-making process.

D3.5. Describe the school's security systems that maintain the integrity of the assessment process.

GLC SB/SC uses employees at the school to proctor the exams. To maintain the integrity of the exam, parents cannot proctor assessments for their children. Parents are not allowed in the testing room, and tests are not allowed outside the testing room. Only authorized staff and proctors are in possession of the tests at all times.

Supporting Evidence and Documentation:

- Board meeting minutes (including report of assessment results)
- LCAP meeting notes
- CAASPP Reports
- i-Ready Reports
- Test Site Coordinator binders

Achievements:

High student participation in schoolwide assessments

Areas for Improvement:

Schoolwide best practices for intervention, remediation, and goal setting

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

E1.1. Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

The school serves a geographically widespread community, which makes a traditional PTSA or PTO unworkable. However, the school does support and nourish regular parent meetings, parent volunteer groups at resource centers, and parent participation in planning and school governance.

E1.2. Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

The Resource Centers provide a place where students can present in areas of projects, speeches, hear guest speakers, and have college fairs. The Resource Centers have Open Houses and parents and other members in the community can see what students have learned. However, these Resource Centers may be out of geographical reach for many students.

The school has field trips that are available to every student. The school has a counseling newsletter that tells where college fairs and college open houses are.

The school's Community Liaison has made enrollment of new students easier with less time wasted or students getting lost in the process. They provide professionalism to the enrollment process.

E1.3. Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

In the school's Master Agreement, the responsibilities of the PLT, student, and parent are presented in detail. These include reminding the parent that they are the primary source of the student's education, and that they are responsible for instruction, daily progress monitoring, and correcting the student's work.

E1.4. Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents are inextricably involved with the learning process for their students. They are the daily instructors of their students in an independent study program. In addition, parents make up a portion of the Board of Directors, the LCAP Advisory Council, and the School Site Council.

E1.5. Comment on how parents have access to school personnel regarding all concerns.

All school personnel have email addresses which are published online. The school facilities are accessible in person and by phone.

E1.6. Describe how the school regularly communicates to parents and other stakeholders.

The school sends regular mass email communication through PLTs and makes announcements and updates available on multiple forums online. In addition, the school livestreams Board of Directors meetings. PLTs provide the pathway for much of the information that is disseminated to parents.

Supporting Evidence and Documentation:

- School's Master Agreement

- Parent/Student Handbook
- Field Trip List
- Counseling Newsletter
- Community Liaison

Achievements:

Parents have been highly involved in school governance, and the school is building relationships with parents to serve on LCAP Advisory Council and School Site Council, in addition to ELAC.

Areas for Improvement:

Implementation of parent volunteer opportunities at resource centers

Sustained parent contact for continuous school improvement

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

E2.1. Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

The school has board approved policies, but not necessarily fully implemented practices and procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning. We do have a school psychologist for extreme situations, as well as for standard emergencies. Each RC has adopted a policy on how to handle these situations. They include a zero tolerance policy for bullying, internet safety (use of technology to keep students safe with devices and for RC student internet use), drug and alcohol abuse, and emergency and disaster preparedness.

E2.2. Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

The school has learned from previous issues which arose with the acquisition of new facilities. As GLC SB/SC considers future expansions and facilities changes, the team is moving carefully to consider all impacts on student safety. There are campus safety plans in place addressing fire, lockdowns, and earthquakes.

E2.3. Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

There is undoubtedly a culture of partnership between school staff and families. PLTs, Counselors, Facilitators, and Tutors consider themselves advocates for the families they work with and exhibit great care and concern for students. Expectations for student achievement are highly subjective, however. The same powerful relationship that leads to PLTs filling an advocacy role for students can be used to encourage students to face greater challenges, or it can be used to excuse students for achieving mediocre results. The school has a duty to uphold high standards with an understanding of this dynamic. GLC SB/SC consistently strives towards maintaining a consistent standard for student achievement.

E2.4. Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Communication is often cited as the major issue that stakeholders face. Partly due to the highly personalized nature of the program, which comes at the cost of some of a traditional school model's shared experience or school spirit culture, and partly due to choices made at the leadership team level, some teachers and parents have reported feeling out of the loop on what the administration is doing. In response, GLC SB/SC has taken a new look at improving communication, including with the addition of Parent Square and direct notifications and announcements via Canvas.

Supporting Evidence and Documentation:

- Master Agreement
- Student Registration online form
- Disaster Preparedness Protocol
- Benchmark scores
- OPS curriculum choice

- Acknowledgment of Responsibility
- Monthly newsletter for students
- RC Supervisor Monthly email communication
- Monthly Staff meeting agenda

Achievements:

Culture focused on student need and safety

Areas for Improvement:

Deliberate and even excessive communication to stakeholders from the administration

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

E3.1. Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

The school offers guidance counseling for students, available at each resource center and by appointment for students not near a resource center. Counselors create grad plans for high school students, meet in person with students who have academic and career questions, and help students using high school and post-graduation planning resources to help choose a career that best suits the student. The Counselors maintain websites which present regionally relevant information about community colleges as well as guidance resources for high school students.

Starting in 2015-2016, the Special Ed department launched a program to provide a bridge between general education and special education. This was first called "Special Education Eligible" Teachers, and now it has evolved into Supplemental Support Teachers. Members of this team have received additional training in providing general education supports to students with special needs. They have contributed to increased frequency and depth of PLT communication and checking for understanding compared to non-Special Education students, including a more prominent role in facilitating teamwork between IEP team members working with each student.

Based upon our record of no lawsuits against GLC, our increase in SPED student enrollment, and improved CAASPP scores, indicate this (students receiving effective support) is being accomplished.

E3.2. Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Some strategies used by the school leadership and staff to develop and implement personalized approaches to learning are: freedom of curriculum choice, variation in style, type of learner, choice of philosophy of educational model (classical, traditional, Charlotte Mason, Unschooling, and Montessori to name a few).

In terms of measuring the efficacy of varying curriculum and methodologies, this is an area of weakness for the school. The school could benefit from quantifying the effectiveness of strategies, curriculum, and alternative learning options.

E3.3. Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

Student learning needs are accurately identified in a timely manner as directed by the PLT. Each learning period students meet with their PLT and curriculum is adjusted, changed or modified to meet student needs. Documentation in the work summary report by the PLT of any struggles or concerns for each student allows for the effective communication with other departments as to how to proceed and best assist the student. A protocol has been established to follow and ensure student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided.

The school monitors the benchmark scores and students not at grade level receive additional assignments through the i-Ready Instruction program.

Using i-Ready as an RTI resource has proven effective and has increased benchmark scores. This has been noticed when PLTs compared data.

Gorman administers the Home Language Survey upon a student's enrollment. All students who indicate that their home language is one other than English, are administered the English Language Proficiency Assessments of California (ELPAC) within thirty (30) days of enrollment. Those identified as EL will take the ELPAC Summative annually thereafter until reclassified as Fluent English Proficient (R-FEP). Students reclassified as Fluent English Proficient (R-FEP) are monitored for two (2) years. Gorman provides access to an ELD Teacher who monitors progress to English Proficiency and additional instructional support toward the ELD Standards.

All ELL students are tested yearly and re-evaluated by a team based on CELDT scores, CAASPP or benchmark scores and teacher input.

E3.4. Explain how all students have access to a challenging, relevant, and coherent curriculum.

The school has curriculum options that are challenging, relevant and coherent. PLTs are employing needs assessment strategies which are largely based on conference with the student and parent, and they are informed by benchmark and CAASPP performance data. If the school were to conduct a more thorough analysis of the relationship between certain curricula and performance data outcomes, that would provide a welcome support to PLTs in this process.

Student participation in AP courses and challenging online courses is low, but it has been increasing in recent years. Data pertaining to college co-enrollment has not been gathered and analyzed.

E3.5. Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

The areas in which Resource Centers are located afford the opportunity to students to participate in curricular and co-curricular activities to a greater degree than those without such resources.

The need for socialization is also addressed by the PLT and recommendations to get involved with peers via sending list of field trips, VCI class options, encouragement to get involved in sports and extracurricular activities.

Supporting Evidence and Documentation:

- School Guidance Counselors
- SPED staff
- IEP records
- Referral List of Providers for mental health intervention
- English Learner Staff
- Academic Coaches
- CAASPP Report
- Online College Classes
- Resource Center Courses
- IST monthly meetings
- Benchmarks
- Box Set/Bundle list
- Resource Center Class Schedule

- PLS enrollment information
- offering of after RC day sports team involvement
- VCI list
- Field Trip list

Achievements:

Impact on student achievement within student subgroups EL, SPED, and Title I

Areas for Improvement:

Timely intervention

Better stakeholder perception data collection

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- Strong relationships between PLTs and the families they serve
- Wealth of curriculum options including a-g courses throughout high school content areas, while preserving personalized learning options
- Addition of new support positions in response to low test scores and to better support our special populations and under-achieving students, including EL Program

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

1. Provide effective training and support to parents
2. Build a solid College and Career Readiness culture at GLC SB/SC
3. Align policies and procedures directly to SLOs, Mission, Vision, and Values, and improve stakeholder engagement with and understanding of the SLOs.

Name: _____ Position: _____

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.