

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Gorman Learning Center San Bernardino/Santa Clarita

1826 Orange Tree Lane Redlands, CA 92374

Authorized by Lucerne Valley Unified School District

January 24-26, 2022

Visiting Committee Members

Dr. Kelley Mayr

Director of Accreditation, Fusion Academy and Fusion Education Group

Dr. Giovanna Arzaga

Director, Blue Ridge Academy

Courtney Bostock

Assistant Director, Mission Vista Academy

Jonathan Crouch

Assistant Principal, Assurance Learning Academy

Preface

Gorman Learning Center San Bernardino/Santa Clarita (GLCSBSC) is operated by non-profit Gorman Learning Charter Network, using a highly personalized education model that was developed with the original Gorman Learning Center in 1999. The school is guided by a committed team of leaders including the Executive Director, Chief Business Officer, and several department Directors including the Director of Academics who served as the school's Self-Study Coordinator. Respectively, the various department personnel work collaboratively with board members, teachers, students and parents to ensure that all stakeholders are provided with a quality educational experience. The school community is enthusiastic about engaging in this school model that meets students "where they are", and is focused on supporting every student's unique areas of growth and strength.

The school conducts an annual analysis of student demographic changes and some assessment data as a means of systematically reviewing student progress and overall academic achievements and supports. The outcome from this data collection and analysis informs the development of the Local Control Accountability Plan (LCAP), which also serves as the school's WASC Action Plan for each school, is reviewed by the Parent Ambassador group and is subsequently shared with the board for approval.

Although the school has a committed and enthusiastic stakeholder pool, during the visit there was relatively low turn-out of focus groups (with the exception of the Personal Learning Teacher meeting and the subsequent leadership team meetings), which impacted the ability of the visiting committee to assess the overall involvement and collaboration of stakeholders with regards to supporting the WASC process. During the stakeholder meetings, there was little evidence of general awareness of the self-study process or protocols, though stakeholders did understand that the school was completing an accreditation review, and that the priorities focused on how the school supports overall student learning. Chapter 3 Focus group leaders discussed "collecting information and trying to meet with several different people" to prepare the self-study, however there was minimal evidence that indicated there was a systematic process of program evaluation and assessment of overall student achievement and alignment with the school's Action Plan, mission and SLOs.

Prior to the visit, the visiting committee was provided video tours of the warehouse and Redlands Resource center. The self-study document had limited evidence or appendices items associated with the school program or student assessment. Throughout the visit, the visiting committee continued to request and collect supporting evidence of the school's profile, program and assessment information in order to develop a cohesive and detailed view of how the school ensures student achievement and the school's overall program. Furthermore, the visiting committee was able to view (virtually), real-time student lessons at the Santa Clarita Resource center. The school leadership team was highly accommodating in providing the visiting committee with materials as requested.

As it related to their identified priorities, there is evidence that the school has made some progress in their Action Plan, especially in light of the external disruptions that occurred primarily through COVID-19. They have continued to strengthen and expand their Parent Seminar offerings and have partnered with SchoolsPLP to provide additional on-line options for synchronous instruction for students who wish to access a broader course of study. They have also overhauled their PLT Meetings, to provide training and support in curriculum, teaching and personalized learning plan implementation. The main area noted for continued improvement is to successfully align instruction with their SLOs and improve overall use of data to drive decision-making.

During the visit, the visiting committee recommended that the school administration send school members to WASC training and serve on future accreditation visits as committee members, to further the school's exposure and experiences in the WASC protocols.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

Evidence of the involvement of school stakeholders and an understanding of the WASC self-study process was limited by minimal references within the document itself and through discussions in focus groups. Though the school does operate from an LCAP/Action Plan which is annually reviewed using student data and other metrics to assess program effectiveness, and area of improvement/strengths, the evidence of overall awareness of these metrics and priorities was not supported by the self-study and stakeholder interviews.

Chapter 1: Progress Report

Gorman Learning Center San Bernardino/Santa Clarita (GLC SBSC) was last visited by WASC in September 2018, following the Shasta ruling which required the original Gorman Learning Center to reorganize; causing the creation of GLC SBSC as it's own LEA. Since earning their initial WASC accreditation, the school reports that they have focused on the implementation of their Personalized Learning Model, which is designed after the original Gorman Learning Center charter school in 1999.

During the past three years, the school has identified four Significant Developments that impacted the school on a range of issues including: legal compliance with Budget Trailer Bill, AB 130, the establishment of an Advisory Council and the school's response to teaching and assessing students within the confines of the global pandemic of 2020.

The school utilizes a single comprehensive plan that serves as both their LCAP and WASC Action Plan. The 2022 self-study noted that the leadership team monitors the progress of the school goals once every two weeks, and the school is small enough that the leadership team may review the LCAP goals more frequently, however the visiting committee was unable to verify the degree to which the goal review process was implemented with fidelity. Notably, the school does use a systematic process to annually revise their LCAP/WASC Action Plan through board approval. In summer 2021 GLC SBSC began implementing formal strategic planning practices with their staff, enabling them opportunities to engage in a more structured review process and to support the establishment of prioritized goals that are relevant to the school.

Since the 2018 WASC visit, there is evidence that the school has made some progress in addressing their identified learner needs and identified critical areas for follow-up, while some still have room for growth. Areas of noted growth include:

- Providing additional support and training for parents through virtual Workshops
- Development of a College and Career Readiness culture
- Improving stakeholder engagement and implementing a formalized professional development plan for teachers.

The school's progress on the alignment of policies, procedures directly with the SLOs, Mission, Vision and Values, and the use of student achievement data to inform professional development has not yet reached a meaningful level of implementation. Overall, the school leadership team acknowledges that there remains more work to do within each goal.

This past year a Data Manager was hired full-time to assist the school in reviewing relevant student

achievement data and to support the interpretation and display of data for the school's stakeholders in meaningful ways. The visiting committee heard from multiple focus group members, who expressed their excitement about this added position and how the school will be better informed in assessing student outcomes. The visiting committee concurs that the school will be well-served by regularly reviewing student assessment and program data more frequently, and move the school towards greater data-informed practices.

Given the myriad of challenges the school faced as a new LEA, including changes in charter school legislation and the pandemic in 2020, GLC is to be commended for making some progress in addressing their learner needs identified through the previous WASC visit, as well as their own program review and improvement processes. Through further discussion with the leadership team, there was agreement that further revisions of the current LCAP/Action Plan goals are warranted to help move the school beyond the initial start-up phase, where school improvement practices are grounded in data analysis, and continue to increase student student achievement outcomes.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective
Ineffective

Narrative Rationale:

The school is somewhat effective in using their prior accreditation findings and additional achievement and operational data to help drive decision-making to positively impact learner achievement. The current processes have limited meaningful review and analysis of data in which stakeholders are informed. There is promise that this will increase over time, with the implementation of a Data Manager and systematically reviewing data in alignment with the school's LCAP/Action Plan.

Chapter 2: School and Student Profile and Supporting Data

Gorman Learning Center San Bernardino/Santa Clarita (GLC SBSC) began as a charter school on July 1, 2018, as the result of the 2018 Shasta ruling. The original Gorman Learning Center charter school reorganized to align with the new ruling, and the two regional areas: GLC - San Bernardino and GLC - Santa Clarita Valley collectively formed as its own Local Education Agency (LEA), managed under the non-profit Gorman Learning Center Charter Network. GLC SBSC is chartered in San Bernardino County by the Lucerne Valley Unified School District. Students in grades K - 12th residing in San Bernardino County or adjacent counties may be enrolled, provided the charter school has the capacity. Additionally, the school notes that "student enrollment is from Los Angeles, Bakersfield, Riverside, and Barstow, and the suburbs and rural areas in between".

GLC SBSC is a personalized learning public charter school. Their model of Personalized Learning seeks to utilize the best of educational settings — predominately the homeschool environment paired with direct instruction, small group classes and virtual platforms, designed to implement an educational experience that works best for each student. Credentialed Personalized Learning Teachers (PLT) generally work with the same student through their academic journey as they matriculate from grade-to-grade. The PLT assists parents in choosing from a plethora of curricular choices, as well as conduct Learning Period (LP) meetings at a minimum of every 20 days, to ensure that the student's learning progress is monitored and remains customized to meet their needs.

Additionally, students may also attend one of GLC SBSC two Resource Centers up to two days per week, in Redlands or Santa Clarita. Each location has a warm, welcoming vibe, where student art is displayed throughout the campuses and small classrooms provide supplemental support in a number of curricular

focuses including core classes, art, music and science labs. The Santa Clarita location also has an outdoor playground area. Students reported that they feel well cared for, safe and enjoy coming to the Resource Center. One student exclaimed that he wished he could attend the Resource Center every day! Other student support is provided by an extensive list of Community Vendors, in which parents may use Educational Units to enroll their child into a number of offerings from traditional tutoring programs, to music lessons, sports and a variety of other support classes and programs.

The school emphasizes personalization, through its Vision and Mission statement, Schoolwide Learner Outcomes, and Core Values statements - all of which were developed before the founding of GLC SBSC. Thus the school has acknowledged that it aims to update the Schoolwide Learner Outcomes as a new goal, to better align with current educational trends and 21st century learner outcomes.

Vision

GLC SBSC prepares students with the 21st century skills necessary for higher education and career readiness.

Mission

GLC SBSC 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.

Schoolwide Learner Outcomes

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:

- **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.
- **Analysis** - All graduates of GLC SBSC have mastered the skills necessary to manipulate and investigate information and data in order to reach logical and mathematically sound conclusions.
- **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.

The school's mission statement is aligned with the purpose and mission of the school and is somewhat supported by a set of Schoolwide Learner Outcomes (SLOs) that focus on providing learners the skills and education necessary to prepare them for post-secondary and career readiness. The school leadership team however plans to revise their SLOs with stakeholder input to ensure they remain relevant and support the school's Vision for students to attain 21st century skills.

Core Values

1. Focus on the Learner
2. Engender Ownership
3. Instill a Love of Learning
4. Support Choice
5. Teach Critical Thinking
6. Settle for No Less than Success
7. Involve Parents
8. Expect Integrity
9. Foster Creativity
10. Live by Flexibility

School Demographics

The school's self-study provided no information regarding students enrollment data, or any analysis of student demographic data changing year-over year since the last self-study. The following information was gathered by the visiting committee from the school's Assessment Manager and other resources:

Overall 2021-22 Enrollment at GLC SBSC: 1,297 students

2021-2022 Enrollment by Grade Level:

TK	K	1	2	3	4	5	6	7	8	9	10	11	12
50	163	174	123	164	154	146	162	169	163	156	176	189	159

The following information was provided by [California Dashboard 2021](#)

2021 Ethnicity (enrollment)

American Indian or Alaska Native	Asian	African American, not of Hispanic Origin	Filipino	Hispanic or Latino	Pacific Islander	White, not of Hispanic Origin	Two or more races
7	67	54	39	567	1	638	89

Special Populations:

This school's Socioeconomically Disadvantaged population has the highest number of students, totaling 566 student, compared to their next highest population of students enrolled in Special Education (71), Non-Permanent Housing (38), English Learners (22) and Foster Youth (2).

Graduation Data:

Although the GLC SBSC self-study included the 2019 graduation rate of 96.7%, there no comparison data or implications for the 2020 or 2021 graduation rates were provided. Below is the California Dashboard for 2021 graduation data:

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	151	135	6	89.4%
English Learners	3	*	0	*
Homeless	15	11	0	73.3%
Socioeconomically Disadvantaged	93	80	6	86.0%
Students with Disabilities	18	14	0	77.8%

African American	5	*	0	*
Asian	3	*	0	*
Filipino	1	*	0	*
Hispanic	58	53	1	91.4%
Native Hawaiian or Pacific Islander	1	*	0	*
White	68	61	5	89.7%
Two or More Races	10	*	0	*

Student Assessments:

GLC SBSC self-study report indicated that in 2019 GLC SBSC was too new for the California Dashboard to measure assessment changes from 2018, and in 2020, with the lack of CAASPP, the Dashboard provided little information, resulting in no color assignment. Therefore the school analyzed 2019 and concluded that achievement gaps are most prevalent for the school's sub groups, especially in mathematics, although the visiting committee also sees that significant achievement gaps also persist in ELA.

The school's data as follows:

English Proficiency - English Language Proficiency Assessments for California (CAASPP) Results Spring 2019

English Language Arts

GLC SBSC performed 14 points below standard in English Language Arts.

The school noted an achievement gap exists with African American students who performed 59.6 points below standard, socioeconomically disadvantaged students performed 37.9 points below standard, and students with disabilities performed 100 points below standard.

Furthermore, English Learners performed 35.8 points below standard, exceeding statewide performance by this student group. Hispanic students performed 24.8 points below standard, in alignment with statewide performance.

Mathematics

GLC SBSC performed 71.4 points below standard in Mathematics.

The school notes an achievement gap with African American students who performed 132 points below standard, socioeconomically disadvantaged students performed 92.1 points below standard, Hispanic students performed 90.1 points below standard, and students with disabilities performed 151.8 points below standard.

English Learner Progress

52.6% of EL students were making progress towards English Language proficiency, and 45% to 55% is considered Medium progress.

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

GLC SBSC utilized two years of student achievement data from its local benchmark assessment, the i-Ready Diagnostic Assessment, to measure student academic performance, given the lack of year-over-year information that the CAASPP results provided for 2019 and 2020 school years. The school conducts assessment three times per year including at the beginning of the year (BoY), in the middle and end of the year (EoY). Students are then identified as “Tier 1” for at grade level, “Tier 2” if the result was up to a year below grade level, and “Tier 3” if the result was more than one year below grade level. The school noted that they had low participation in the BoY assessment in 2019, and they determined it was difficult to draw conclusions using that point in time, so they chose to compare two EoY assessments of the iReady Assessments (2020 and 2021). The school’s self-study provided high level i-ready assessment analysis in the self-study, of the results of the assessments and changes in tier levels, but no specific information about what impacted student learning outcomes related to these findings.

ELA	2019 - 2020	Grades	3rd -	6th - 8th	9th -	All
		K - 2	5th	EoY	EoY	
Changes	Tier 1	1.3%	4.5%	-1.7%	5.7%	2.8%
In EOY from 2020 -2021	Tier 2	-0.6%	1.2%	2.7%	-2.6%	0.0%
	Tier 3	-0.6%	-5.7%	-0.9%	-3.0%	-2.8%

Math		Grades	3rd -	6th -	9th -	All
		K - 2	5th	8th	12th	
Changes	Tier 1	1.2%	2.6%	2.9%	2.5%	2.7%
In EOY from 2020-2021	Tier 2	0.7%	1.1%	-4.0%	-6.8%	-3.2%
	Tier 3	-1.9%	-3.7%	1.2%	4.3%	0.5%

Parent Survey Perception Data

In 2021 the school administered a parent satisfaction survey, and a summary of some of the results are as follows:

Parent Engagement - Overwhelmingly almost 98% of parents agreed or strongly agreed that GLC SBSC provides a positive learning environment.

Educational Program - 81% agreed or strongly agreed that GLC SBSC helps students prepare for life after high school.

School Climate 94.8% agreed or strongly agreed that GLC SBSC ensures a positive learning

environment in physical and virtual resource centers

Additionally, parents were provided with a list of potential strengths and areas of improvement and asked to rank 3 as either strength or area of improvement:

Area of school:	Strength	Needs Improvement
Ensuring that every student has grade level curriculum and the oversight of a credentialed teacher	74.7%	18.2% (#6)
Supporting parents in their role in their child's education	64.1%	28.3% (#4)
Ensuring that student curriculum budget is sufficient for students' educational needs	59.9%	24% (#5)
Including parents in schoolwide decision-making	30.2%	31.8% (#3)
Ensuring students are ready for college or career upon graduation	27.9%	38% (#2)
Providing social and emotional support for students	19.9%	40.7% (#1)

As part of their self-study process, the school indicated that stakeholders reviewed the various achievement data points and reflected on their implications, however the report provided little information to indicate what implications arose during the focus group discussions. Additionally, through focus group meetings with the visiting committee, it remained unclear what specific steps were used or who was involved in the overall assessment of students' learning, using student achievement data.

GLC SBSC determined that students perform better in English Language Arts than Mathematics, indicating that Mathematics tends to be a source of students' lack of progress. Additionally the school noted that high risk student groups experience a significant achievement gap compared to other student groups. Finally, the overall preparation for life after high school is an area of needed improvement, as demonstrated by the College and Career indicator and supported by the weaker response it received in the Satisfaction Survey.

Thus the school has identified the the major learner needs as:

1. Support needed for mathematics proficiency, especially for student groups experiencing an achievement gap.
2. Socio-emotional learning and support
3. Preparation for college and career after graduation

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Gorman Learning Center San Bernardino Santa Clarita (GLC SBSC) provides a clear, coherent vision and mission of what students should know and demonstrate based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready. GLC SBSC aims to help students set goals, communicate needs, follow their interests, innovate and achieve academically.

GLC SB/SC revisits their mission, vision, and schoolwide learner outcomes to all stakeholders during strategic planning. **There is limited involvement among all stakeholders in the revision of the vision, mission, and schoolwide learner outcomes.** GLC SB/SC administration shared potential revision of mission and vision statements during its school renewal process in 2025, so that it may be added into their charter petition. They anticipate to begin revising and editing their Schoolwide Learner Outcomes in the near future in an effort to refine the SLOs to ones that best represents their school.

Students, parents, and other members of the school vary in their responses in understanding the mission, vision, and schoolwide learner outcomes and the school's LCAP. Parents value the flexibility and goals of their students rather than understanding the purpose, vision, and schoolwide learner outcomes for the school. Parents shared they were not involved in the process of revisiting the mission and vision statements, and there was no evidence of involvement of staff, students and community members, however are aware where they are located for their review. GLC SB/SC shared they are working towards integrating the SLOs into the schools, Personalized Learning Management System (PLS) which will be showcased in the gradebook, Assignment and Work Record (AWR) or for more opportunities for parents and students to be exposed and involved in working towards their SLOs.

Vision and Purpose that supports high achievement for all students. Defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results of the self-study and the visit provided inconsistent evidence the school has developed an understanding and involvement of the ongoing revision of the vision, mission, and schoolwide learner outcomes and district LCAP with all stakeholders. Evidence showed that a limited amount of staff reviewed LCAP goals on an annual basis, however this was not the process in the collaboration of ongoing revision of the vision, mission, and schoolwide learner outcomes.

A2. Governance Criterion

The school community understands the governing authority's role and the board's structure is effective in providing oversight to the school. Board meetings are open to the public and upcoming meeting agendas are represented on the schools website. All board meeting minutes are available for review for the public to review. The governing board reviews board policies and updates, creates, and revises them in order to carry out the mission of the school and demands of education policies.

The administration team regularly reviews, develops and revise policies based on the needs for the school and state requirements. GLC SB/SC has charter organizations and lawyers to help develop and refine policies with administrators to ensure success for students. Regional directors share information to their PLT to inform them of all decisions made during board meetings.

The Uniform complaint procedure and policy is available for the public to view on the schools website and board policies. Additionally staff members have it available to them in their employee handbook and it is available in the parent/student handbook. Interviews from various staff members shared the location and easy accessibility of the Uniform Complaint Procedure for GLC SB/SC.

Governance that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results of the self-study and the visit provided evidence that the stakeholders understand the goals and relationships with the governing board that guide the work of the school. GLC SB/SC also has established a uniform complaint procedure that is available for stakeholders publicly.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

There is evidence that the school leadership executes decision making in a collaborative planning process of continuous improvement. School leadership meet bi-monthly to discuss current and ongoing needs for their students and staff, and at times, also review academic performance data and progress. Departments and Regional Directors meet with their teachers and staff on a monthly basis to go over professional development, intervention strategies, mental health support, and curriculum guidance based on input provided by staff through a yearly PDD Topic Survey.

The schoolwide action plan is driven by the analysis of aspects of student achievement data that are somewhat aligned to the schools internal and external benchmarks. Students complete i-Ready assessment three times per year, and scores are shared with families by their PLTs. Data from the California Assessment of Student Performance and Progress (CAASPP) was paused last year, which added greater weight in using the i-Ready assessment to measure academic progress.

The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on implementing practices, programs, actions, and services that support student learning through their multiple offerings of support for students. Administrations collaborate with teachers regarding changes and initiatives monthly during meetings. There is evidence through various departments of support, such as expert teachers, student support services, EL coordinators, Title I coordinator, Homeless and Foster Liaison, etc. to help provide the support needed for students to be successful.

The school has **effective existing structures for internal communication, planning, and resolving differences**. Communication is communicated through their email, using distribution emails (all staff, teachers, resource centers, etc). Parent Square is also used for both staff and parents to share information about upcoming events, announcements, surveys, etc. Parent Square is an effective way to share information to both parents and staff. Additionally it stores information, so that parents and staff can see previous announcements and not miss any important information from the school. In addition to the Parent Square feature, teachers also receive communication from the school through mail. Based on the observations from the staff, parents are engaged and are utilizing the internal communication system.

Staff also share information to each other through Google Drive. Articles, links, resources, tips/suggestions are dropped into a shared folder in their departments team drive. The resource center, PLT, Board Members, Leadership Tea, etc. all utilize a Google Team Drive to communicate and share resources that may help staff help students.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

GLC SB/SC share responsibility in decision making, self-reflect and collaborate in the planning process of continuous improvement. Through conversations in meetings and various ways of communication staff adhere to an ongoing reflection of providing resources and guides to help assist students in their learning. The results of the self-study and the visit provided evidence to the collaborative effort of staff to synthesize data and visualize data information in order to observe areas of growth and strengths for students.

A4. Staff: Qualified and Professional Development Criterion

Staff at GLC SB/SC are **qualified based on staff background, training, and preparation to meet the needs of students**. The processes to assign staff members and provide appropriate training for all assignments were verified through interviews and processes produced in the employee handbook. The Human resource department is involved in the process of hiring and is involved throughout the entire process of job posting, to calling candidates and offering positions. Once the position is accepted, HR calls references, and provides the necessary documentation and training to support them with overall school procedures, training, and platforms.

GLC SB/SC Staff each year are provided an all staff professional development survey that self identifies the area of need and support. The leadership team then creates a plan to assist. Additionally through observations, the staff may determine the need for additional support and resources. PLTs also identify support for their students by providing instructional strategies to their parents during meetings. The Regional Directors who oversee PLTs will schedule and plan professional development during monthly all staff meetings. The Regional Directors will adjust presentations based on the needs of the students and parents. Staff members also shared opportunities given to attend conferences based on the needs for their departments and/or students.

The regional administrators provide professional developments to their staff based on professional development surveys and assessing current needs of the school. However, **evidence did not show the effectiveness of processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.**

GLC SB/SC has a supervision and evaluation process that occurs each year at GLC SB/SC in order to promote professional growth of staff. The school is moving to an online evaluation tool and connecting teaching standards to evaluation documents. GLC SB/SC is investing time to ensure teaching standards are aligned to the evaluation document, with minor adjustments based on the nature of the non-classroom based setting. Certificated staff are evaluated between the months of Feb-May. Human Resources is in charge of sending out the evaluation process to staff. Additionally GLC/SC provides a mentoring program for all new teachers, where new teachers are provided ongoing support from experienced teachers throughout their first year of joining the school.

The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Communication is communicated through their email, using distribution emails (all staff, teachers, resource centers, etc). School leadership meets twice a month and share out updates in their departments and provide items to discuss and collaborate collectively. During these meetings the leadership team develops a communication plan to present to staff. Regional administrators in their monthly regional meetings, share out information to staff regarding updates or changes to school processes and procedures.

Staff: Qualified and Professional Development that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results from the self-study and visit provided evidence that the school hires and trains qualified staff. Monthly professional developments are offered to staff in addition to training and mentors during the first year of employment. GLC SB/SC has an evaluation process that is completed annually for all staff members that involves self reflection.

A5. Resources Criterion

There is evidence the school has appropriate resources and resource planning and allocation in place to support LCAP goals and mission. The internal financial controls for the school are done in house. The financial department has a team of financial experts who help manage payroll, accounts payable, etc. The board's treasury, vice president, CBO will often have conversations to fully support the projected budget each year to the school. The CBO provides a workshop to the board to provide full disclosure of how the budget works and the internal controls put in place.

GLC SB/SC has **processes and practices in place for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices.** Each year, the schools departments create a budget which is connected based on enrollment to the financial statement. Throughout the year GLC SB/SC leadership team and department directors are meeting with the CBO to ensure it fits into

the budget allocated for their department. By the end of April or May the budget is ready to present to staff for the upcoming year.

The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program. As evidenced by virtual online school tours and recordings due to the current Covid-19 pandemic. Witnessing both resource centers, Redlands and Santa Clarita it was evident that students have resource centers that provide a safe environment for students to learn.

GLC SB/SC has policies and procedures for **acquiring and maintaining adequate instructional materials and equipment**, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective. The school provides an Online Purchasing Systems (OPS) which PLTs utilize to order educational materials requested for their students. GLC SB/SC warehouse, located in Redlands, stores curriculum and instructional material for students that is delivered to students in a timely manner so as to not interpret instruction. The warehouse continually purchases new materials that are aligned with California State Standards. There is a team that manages and coordinates the ordering and delivering of instructional materials for students at GLC SB/SC.

The staff hired at GLC SB/SC receive specialized training based on their role and responsibilities. Teachers will receive training from their mentors. A mentor has at least five years experience and has attained the role based on applying for the position. The mentor teacher will be matched with the new teacher based on distance so they meet with the new teacher for a certain amount of hours each month either in person or virtually. Each new teacher is assigned a mentor in addition to the additional support provided by their regional director. Non-Certificated staff receive training from their director and training is specifically based on their job description.

Resources that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results of the self-study and the visit provided evidence that GLC SB/SC has clear procedures for resource allocations, resource planning, accountability process, and qualified personnel to support the LCAP and mission for the school. The school's resources centers are safe, well managed to support student learning.

A6. Resources Criterion [Charter Schools only]

Evidence observed demonstrates **inconsistent involvement of stakeholders in the review of its long-range plan** in relation to the school's vision, mission, and schoolwide learner outcomes. Evidence exhibited that the leadership team and board members perform long term planning. Previously strategic planning was facilitated by an outside vendor, however this year the executive director is facilitating long term planning with board members and formulating a committee to assist in designing the details involved in long term planning. The committee is currently reviewing the strategic planning and reviewing the goals and strategies. After reviewing and editing the committee will update the Strategic Plan and provide to the entire board for feedback, which then will be presented to the staff for feedback.

There is an annual independent audit that is conducted by an external auditor. Written policies are defined in board policies that are exhibited in the internal controls, accounting, and external audit procedures.

GLC SB/SC develops and monitors its annual budgeting process to ensure transparency. The financial team places the school enrollment numbers into the LCFF calculators as determined by the state to determine the funding projections for the school. This process requires the school to include detailed information that will impact funding. The financial team must adhere to strict state deadlines to ensure information is presented in order to receive funding for the school's operation. The financial team uses Abila software to create reports for managers with actuals and budgets which is then presented to administration and interpreted to board members monthly.

The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement during board meetings and interactions with department personnel and administration. The financial team will send reports to administration to ensure alignment of predicted budget amounts, which is then presented to the board for feedback and approval. Board agendas are available and transparent for stakeholders to review items relating to budget on the schools website.

The school board approved a salary schedule for certificated management, certificated personnel, classified management, and classified non-exempt positions. A matrix of hourly wages for a variety of positions, supervisors, and staff are based on educational level, experience, assignment and type of work completed. The salary schedules are composed of a step and column, where employees move accordingly along the scale based on their rating, which is completed with Human Resources.

GLC SB/SC does not have marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. Their primary focus has been trying to retain students within their school. They used individualized learning plans, differentiating instructional, course correct, and refining resources. GLC SB/SC also showcased their students' accomplishments by sharing them on Facebook, Instagram, and ParentSquare. Potential families and current families view how students in Gorman are achieving great things. Lastly, the Gorman Website provides a much easier place for visitors to understand the program, including social media accounts and another place to share the heartfelt testimonials of students, parents, teachers, and teachers for their love for Gorman.

The school submits the adopted budget, 1st interim and 2nd interim budget reports and audit reports to the authorizing district and appropriate governmental authorities.

Resources that supports high achievement for all students. (CHARTER SCHOOLS ONLY)

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results of the self-study and the visit provide evidence that the school involves stakeholders in the decisions about resource allocations. The systems in place include annual audits and internal controls. Staffing, compensation, and reserves are evident in the evidence.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- A solid procedure for gathering and maintaining instructional materials for students
- Clear internal measures between staff and financial team to ensure a balanced budget
- Highly dedicated staff that personalizes learning to meet the needs of the whole child
- Internal communications are clear and accessible to all staff

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Continue to find opportunities to involve stakeholders in the understanding and commitment to the vision, mission, and schoolwide learner outcomes.
- Continue to develop and measure professional development and how it correlates with teacher practice and the impact it has on student performance
- Continue to involve stakeholders in the review of long-range planning and resource allocation related to the vision, mission, and SLOs

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, virtual class visits, virtual workshop observations, virtual Resource Center tour, virtual focus interviews and conversations, reviewing policies and documents, survey feedback responses, and data visualizations.

CATEGORY B. CURRICULUM

B1.1 Rigorous and Relevant Standards-Based Curriculum Criterion

GLC SBSC provides all students with a **customized, standards-based education developed in partnership with their PLT**. This individualized learning plan is developed to include a **wide-variety of CCSS curriculum including textbooks, digital/online options, or Subject Expert Teacher (SET) created courses**. Prefabricated bundles are also available to families who wish to meet the needs of their children through school selected, standards aligned curriculum while meeting their individual needs through the utilization of Community Partners or other supplemental resources. When other curriculum options are selected, PLTs work in conjunction with SETs to suggest supplements and create an **alignment with standards utilizing the Standards Tracking Worksheets to ensure all CCSS are met**.

All students have access to college preparatory coursework as well as career-readiness through their A-G approved courses and CTE offerings. While all students have access to these paths, the school recognizes that not all students desire the college preparatory path so three graduation tracks are offered: **UC/CSU (A-G) track, College Prep (CP) track, and diploma track**. Prior to entering high school, the PLT works with the family to create a Post High School Planning Worksheet and this plan is revisited each year and approved by the guidance counselor to ensure the student is on track to meet post-graduate goals.

While the SLOs are aligned with the CCSS taught, the school recognizes a need to **bring these SLOs more in line with the school's vision of developing 21st century learners and working toward further college and career readiness**. In line with this growth, the focus group indicated an additional need to continually **survey students to better understand their interests so that a wider variety of relevant CTE offerings can be added to the program**. The school also recognizes a need to continually **increase their in-house A-G aligned options and is considering adding a curriculum development staff position** who will work to calendar an **adoption schedule and ensure their expanding in-house options remain rigorous and relevant**. When partnered with the CTE courses and A-G courses already in place at the school, it is anticipated that GLC SBSC is well on their way to a full integration and alignment among academic and career technical disciplines at the school.

Currently the school uses data from student plan surveys to **determine where their students go after graduation**. To more effectively look at post-graduate data in the future, the school recently subscribed to Student Clearinghouse and has implemented a **digital survey to track the future plans of their high school students**. This will allow the school to continually follow up and learn about the effectiveness of their curricular program.

As evidenced in the self-study and through communication with the staff and families, **GLC SBSC truly considers the whole child and works to support their achievement in academic standards while preparing them for future success**.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results from the self-study and visit provide evidence that all students participate in a highly individualized, relevant, and coherent curriculum which is aligned to the CCSS and College and Career Standards. There are many supports and resources available to support and enrich the learning of all students. Ongoing work is being done to track post graduate transitions and evaluate effectiveness of the curricular program.

B2. Equity and Access to Curriculum Criterion

All GLC SBSC students have access to the entire instructional program and are appropriately guided by PLTs and guidance counselors to allow them to take advantage of **A-G college preparatory courses, CTE pathways, and dual enrollment opportunities**. Evidence gathered from the Guidance Counselors shows that in addition to access to the PLT and guidance counselors, students have access to various resources such as SCOIR, Career Cruising, work and volunteer experiences, and college fairs to help them determine their post graduation plan. Opportunities in the local and virtual resource centers allow students to develop their passions and participate in real world and relevant experiences such as ASB, CTE, AVID, theater programs, and Life Hacks/Career Explorations courses.

Throughout the high school years, the PLT, family, and guidance counselors stay in close communication and often revisit the Post High School Planning Worksheet to make adjustments as needed to best fit the individual learning plan of the student. To better prepare students for the transition beyond high school, the counselors try to encourage a trade school or college path so that students can learn new skills and gain training before permanently entering the workforce. Counselors are available to assist students with college, trade school, and financial aid applications to help encourage their participation in these fields.

The school recognizes a need to **develop stronger partnerships and implement additional strategies and programs to best support students in their post high school transition**. Through the addition of the Student Clearinghouse and a newly hired Data Manager, they plan to **gather additional data to better**

evaluate their effectiveness in the post high school transition. The goal of **adding additional CTE pathways and helping to increase familiarity and access to counselors** will also help to strengthen their effectiveness in this area.

Equity and Access to Curriculum that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The results of the self-study and visit provided evidence that all students have access to an individualized instructional program, including courses, pathways, and dual enrollment options. PLTs support families from TK-12 so they are aware of each learner’s needs and can assist in best meeting their educational and future goals. Ongoing work is being done to increase the visibility of counselors, develop stronger partnerships, and implement additional strategies and programs to best support students in their postsecondary high school transition.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- GLC SBSC truly considers the whole child and works to support their achievement in academic standards while preparing them for future success.
- Offers personalized learning through a variety of customized, relevant, and coherent curriculum options.
- Ensures curriculum and learning are aligned to CCSS through the use of the Standards Tracking Worksheets, simplified “I Can” Standards, and the availability of Subject Expert Teachers.
- Offers a full set of in house A-G curriculum options and several CTE courses to allow students to make appropriate choices and pursue a full range of realistic college and career options.

Growth Areas for Continuous Improvement for Curriculum:

- Engage with community partners, articulate with colleges and technical schools to build CTE opportunities
- Increase visibility and access to counselors to facilitate post-high school transitions.
- Build a system to track graduates to learn about the effectiveness of the curricular program.
- Survey student interest and continue to build upon in-house complete CTE Pathway offerings.
- Develop a systemized process to review and revise A-G classes to ensure they remain relevant and rigorous.
- Ensure college and career readiness curriculum is aligned with SLOs and the school’s vision of developing 21st century learners.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Self Study, Curriculum List Review, Admin Meetings, Focus Group Meeting, Parent Meeting, Counselor Meeting, Student Meeting, Resource Center Visit

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Criterion

GLC SBSC Learners and their parents are provided access and choice to a plethora of curriculum and learning opportunities. Under the guidance of a credentialed Personalized Learning Teacher (PLT), students work predominantly at home with parents, through a homeschool model, as they matriculate through coursework. Students have access to three graduation tracks, which include General, CP and Uc/CSU requirements. Additionally the school offers Advanced Placement courses as well as the opportunity for students to enroll in courses at the community college.

Students, parents and PLTs verified in focus groups and surveys, that the school's curriculum is challenging and relevant to the student's baseline assessment level (iReady), academic level, goals and interests. Visiting committee observations of Synchronous Instruction, as well as several supplemental workshop classes, at both GLC SBSC Resource Centers (located in Redlands and Santa Clarita Valley), affirmed that students are provided with scaffolded learning opportunities to build academic skills. However, as evidenced by a review of student work, which primarily included worksheets and answer/response templates. **Implementing instructional strategies and assignments that elicit a demonstration of higher levels of knowledge, academic skills and abilities (i.e. Bloom's taxonomy - application, analysis, evaluation, synthesis ect.), may be considered to increase rigor and curricular challenge.**

PLT's described that every 20 days (minimum) a Learning Period (LP) meeting occurs with the PLT, parents and students, in which continuous conversations focus on how students can improve learning. Of note, PLTs indicated that GLC SBSC's Schoolwide Learner Outcomes are embedded in the LP meetings. Since PLT's work with the same students year-after-year, and PLTs get to know students. They individually curate curriculum that capitalize on each student's strengths, while addressing areas of growth and targeting remediation. **Utilizing a Personalized Learning Plan (PLP) that is created for each student at the start of the school year, along with Goals and Standards Tracking Sheets ensures that students are informed of and monitored in, expected standards, performance and outcomes for all areas of study. Access to the Guidance Counselor as well as several other documents and guides provided to students with a complete understanding of all expectations for the three graduation paths and career readiness, throughout their enrollment at GLC SBSC.**

The school's Learning Management System "School Pathways" provides a centralized point in which PLT's upload student grades, and provides key information for families and learners to see their academic progress in attaining mastery and grades, as well as high school graduation requirements for completing college and career readiness.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Through a variety of highly personalized curriculum options and experiences, students at GLC SBSC demonstrate baseline growth and achievement of academic standards, attainment of schoolwide learner outcomes and college and career readiness. Students utilize literacy, critical thinking skills, analysis, communication and interpretation in collaborative workshops, vendor resources (classes), synchronous learning and tutoring sessions. Each LP meeting enables the opportunity for students to build upon skills

that can be applied to college and career readiness, through interviews with PLTs, demonstration of knowledge and preparation for real-world experiences.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

Personalized Learning Teachers (PLTs) are provided a minimum of 3 annual professional development days to ensure they have the most recent and relevant knowledge of strategies and resources for the students they serve. This PDD, is developed in part from staff survey responses, that inform presenters about what teachers need/want to learn. Through an Educator Effectiveness Block Grant Plan, new teachers are provided a mentor, and all teachers receive research-based professional development designed to provide effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science. The PLTs focus group with the visiting committee indicated that **new PLT's can feel overwhelmed by the numerous choices of curriculum that is available to students**, and that they need time to "get up to speed" on what and how to align the curriculum for their student. Additionally, some mentioned that the **use of stronger rubrics for parents and new PLTs would enhance teaching confidence and ensure students are engaging in challenging curriculum**. However, PLT's also stated that they utilize each other's vast knowledge and experience as resources to further develop their own instructional skills and strategies. School leaders attend conferences, and bring back relevant content to share with the teaching staff.

PLT's get to know their students deeply, as evidenced by discussions with both PLT's and students. A review of course curriculum listings and student tracking sheets, indicate the way in which the PLTs excel in **differentiating and personalizing instruction for each student**, while incorporating a variety of instructional materials, including several technology options to support student learning. For students in special education, an additional team provides support to the PLTs, the family and the student, ensuring that the students educational plan is scaffolded appropriately and is in alignment with their IEP. Overall, the unique relationship and student knowledge allows PLTs to facilitate learning as coaches for each student, by utilizing a variety of materials, resources and technology that bring the curriculum to life.

Students demonstrate critical thinking and creative skills in a variety of settings, which are unique to an independent study environment. The GLC SBSC **Resource Centers and various community vendors** under contract with GLC SBSC, **enable students to participate in personalized, meaningful, real-life, learning opportunities that maximize the student's learning style and leveraging their strengths**.

Students access technology throughout the curriculum (on-line Edgenuity), via LP zoom meetings and within the resource centers (Chrome books, Ipads). Additionally, a variety of curricular materials, on-line curriculum, supplies and instruction facilitate student learning through art, video, direct instruction, small group, collaboration and class discussion, in which students demonstrate higher level, real-world knowledge and skills.

All high school students collaborate with their PLT, parents and Guidance Counselors to access **numerous Career Technical Education courses**, to further development related career preparation. In order to enhance student experiences in real-world, post-secondary opportunities, GLC SBSC is encouraged to **continue to establish community connections for students to engage in internships, mentoring programs or career skill development**. Students noted that **additional counselors would be beneficial to provide greater access to meeting with them more frequently**.

***Student-Centered Instruction through a Variety of Strategies and Resources* that supports high achievement for all students.**

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

PLTs learn and apply researched-based strategies for teaching and learning, designed to support targeted individualized student outcomes. Through the variety of assessments, curriculum and support, students are able to demonstrate critical skills, thinking and knowledge that is transferable to the real world, beyond the classroom. Resource Center workshops, hands-on learning, collaboration and teamwork aid students in developing real-life and career preparation as evidenced in the LP meetings between students and teachers.

CATEGORY C: LEARNING AND TEACHING**Areas of Strength for Learning and Teaching:**

- Strong and deep relationships between the PLT, parents and students, allow for the development of high quality, Personalized Learning Plans for every student K - 12.
- The vast curriculum provides a high degree of choice and customization for every student
- Resource Centers and various community vendors under contract with GLC SBSC, enable students to participate in personalized, meaningful, real-life, learning opportunities that maximize the student's learning style and leveraging their strengths.
- Numerous Career Technical Education courses provide students with opportunities to pursue potential career interests.
- Access to guidance counselors ensure students know and understand requirements for college and career goals.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Continue to develop a cohesive process or tool to aid new PLTs in better understanding all of the curriculum available to students.
- Implementing instructional strategies and assignments that elicit a demonstration of higher levels of knowledge, academic skills and abilities (i.e. Bloom's taxonomy - application, analysis, evaluation, synthesis ect.), may be considered to increase rigor and curricular challenge.
- Establish stronger rubrics for parents and new PLTs that would enhance teaching confidence and ensure students are engaging in challenging curriculum.
- Strengthen college and career support for students, by providing increased access to more guidance counseling staff.
- Continue to establish community connections for students to engage in internships, mentoring programs or career skill development.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, virtual class visits, virtual workshop observations, virtual Resource Center tour, virtual focus groups, student work documents, documented electronic evidence, video tours, review of curriculum

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

GLC SBSC staff collects and reports many components of the learner data to learners, parents, staff and stakeholders including the Board. In all focus groups with the visiting committee, **stakeholders indicated that they look forward to becoming better informed by student achievement data**, as it applies to program improvement and tracking school LACP goals. The school acknowledges that they wish to **grow in this area, especially in disaggregation and analysis of data**. To address this, the school has recently **hired a full-time Data Manager who has been instrumental in designing, and presenting the data in more meaningful ways to the various stakeholders**.

GLC SBSC assesses each student three times per year, using iReady local assessments, as well as formative and summative assessments to create a Personalized Learning Plan for the year, and use Goal Tracking Worksheets to track individual learner progress and to identify student's areas of strengths and growth in academic standards and college/career readiness. Student's grades and mastery are based on the student's completion of a combination of curricular assignments, participation in Resource Center workshops, online synchronous instruction, and performance assessments. However, **GLC SBSC's self-study and focus group conversations indicated that the school wishes to improve participation rate in assessments (iReady, Interim, and CAASPP Summative Assessments), to allow teacher and leadership to better analyze student needs and create better alignment of professional development for staff**.

Grades are entered into School Pathways, and are averaged with homework and results from work completed at the Resource Center (if applicable). PLTs and Guidance counselors work in tandem to monitor high school students' progress towards meeting a-g requirements and completion of a CTE Pathway through School Pathways and recently developed dashboards.

Annually, the school leadership, and some members of the instructional staff assess various components of the programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. In the past year, the school utilized an outside trainer to develop stronger Strategic Planning practices, in which they plan to formalize the process of reviewing and updating school findings. Although the school has access to several data points, focus group meetings with the visiting committee revealed that the whole school has not yet moved to a process of reviewing data as a whole. Different special programs are further along in assessing data - due to the accountability, and the leadership is continuing to implement and integrate data dashboards.

Budget development, and regular board and leadership meetings, provide opportunities for stakeholders to systematically review the allocation of resources and plan professional development to address identified learner needs in relation to academic standards, college/career readiness, and achievement of the SLOs. As evidenced by the VC there is a strong desire by the teachers, staff and administrators to implement and strengthen a continuous improvement cycle at GLC SBSC throughout the year and over the course of several years to come. The most recent updates in data collection practices have resulted in positive changes to support teachers, counselors and improve learner success, while enhancing the academic support for both learners and parents.

Reporting and Accountability Process that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Although teachers utilize some data to inform instructional strategies, there were few indicators that student data is widely and regularly disaggregated and reviewed to inform the school as a whole, of student learning trends, curriculum choices and program development and overall student data implications. The school plans to implement a more robust data analysis process with the hiring of a Data Manager to provide key guidance and display for all stakeholders to access.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

PLTs use various qualitative and quantitative assessment strategies during the 20-day Learning Period (LP) meeting, including informal assessment through conversations, summarization, and questioning. The PLT conducts evaluations of student ELA and mathematics abilities, thorough formative and summative course evaluations, chapter analysis/course tests, i-Ready, and progress monitoring, as appropriate to the student's course of study in order to gain a better understanding when there are learning gaps. The PLT teaches the same student year-over-year, providing them with a unique perspective on student academic progression and outcomes as students matriculate through each grade level. **PLT's and parents collaborate** and use their knowledge of each student to inform how lessons will be designed, and how assessments will reveal the best possible indicators of student knowledge and gaps. **PLTs formally evaluate students using curriculum, final projects, and standardized test data.** **Each PLT utilizes an assessment data roster that includes all scores from summative assessments. PLTs discuss with students and parents, ways to adjust instruction in order to evaluate effectiveness and student academic progress.**

PLTs at GLC SBSC provide timely, specific, and descriptive feedback that supports learners in achieving learning goals, academic standards, college- and career- readiness standards, and schoolwide learner outcomes. During meetings with PLTs, learners are encouraged to reflect on their work effort, quality, and acquired knowledge during the Learning Period. Several PLTs report that in the past year, students and **PLTs have increased meetings to more frequent that every 20 days, to ensure students have the support they need between learning periods.**

Students identified with consistent low assessment results, falling behind or struggling in curriculum, will be referred to an SST, so that further evaluations may be made to determine if the student may benefit from special education services. Through the use of the iReady scores, GLC SBSC has created a Title 1 program that also has created the initial stages for an MTSS tiered support program. As such, the school Community Partners have been requested by GLC SBSC, to support students further in targeted ways (ie. tutoring).

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

GLC SBSC effectively uses assessments, quantitative and qualitative data to modify curriculum and the overall program as needed. It has systems in place to monitor and give feedback to all learners and families, through “Quick Check” forms. PLCs continuously keep families informed of learners' needs and achievements.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- The hiring of a full-time Data Manager who has been instrumental in designing and presenting the data in more meaningful ways to the various stakeholders.
- A collective community of teachers and parents collaborate to ensure student learning and attainment of academic standards.
- Use of formal and informal assessment of student learning provides a broader and meaningful picture of student achievement and gaps in learning.
- Frequent communication between teachers, parents and students provide opportunities for the school to better understand what improvements/supports may be needed for the student.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- School staff are hungry for data, and further sharing of the data schoolwide may deliver a wider range of understanding for program improvement opportunities.
- Use data findings to guide opportunities and possibly narrow LCAP focus by aligning long-term goals and streamlining tasks so that the school can effectively measure growth in identified key areas.
- Improve participation rate in assessments (iReady, Interim, and CAASPP Summative Assessments), to allow teacher and leadership to better analyze student needs and create alignment of professional development for staff.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Self-Study, Review of Assessments, Meetings with Admin, Board Members and Focus Groups, Document review, meeting with Assessment Coordinator

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

Parent engagement is central to the core values and foundation of Gorman Learning Center SBSC (GLC SBSC). This partnership is evident in the mission and core values of the school. GLC SBSC continually engages parents through a system of communication and empowers them as **vital members of their child's academic team**. As an independent-study home school program, instruction is guided through parent/teacher partnerships. Student progress and goal setting are discussed and reviewed with parents and students during monthly Personalized Learning Teacher (PLT) meetings.

GLC SBSC uses Parent Square to communicate with families in multiple languages and parents are encouraged to participate in monthly Parent Seminar training opportunities that provide added

guidance towards at-home curriculum and instructional support. Additionally, all new parents participate in parent orientation made up of PLT's and current parents where best practices are discussed and a shared sense of community is instilled. The school enlists feedback from families through the parent led Advisory Council as well as through School Satisfaction Surveys. The school also utilizes a system of community engagement through their Community Vendor opportunities. **This process allows parents and students to choose activities and curriculum that best suits the needs of their individual learners.**

While GLC SBSC has done a great job creating support systems that help parents in the academic success of their children, they also recognize the need for added **growth in parent engagement and support as outlined in their LCAP goals.**

Parent and Community Engagement that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Gorman Learning Center SBSC values parent engagement and has implemented effective strategies that provide support for parent participation. The school provides many resources available to support parents in instructional support and values feedback to strengthen the overall culture of engagement.

E2. School Culture and Environment Criterion

GLC SBSC provides multiple areas of support through safe and academically enriched in-person Resource Centers as well as through a Virtual Resource Center. Through the schools personalized learning model, educational expectations are set through the interactions with the Personalized Learning Teachers (PLT's) as well as through support staff (e.g. Inclusion Specialists and Facilitators). This is evident through the schools Goals Setting Worksheets where **SMART goals are established and reviewed each month and aligned with the students Personalized Learning Plan. During the monthly student progress meetings, I-CAN tracking worksheets are reviewed with students and parents to emphasize mastery in content.**

During the visiting committee visit, multiple stakeholders identified that the GLC SBSC **personalized learning model encourages a culture of respect and inclusivity.** GLC SBSC recognizes the Social-Emotional needs of all stakeholders as evidenced through the GLCares website. While Social-Emotional learning resources and curriculum is provided through the GLCares website, the school's support staff acknowledged that **an increase in additional community mental health connections and visibility for direct school counselor contact information would be beneficial for students, parents and teachers.**

School Culture and Environment that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

GLC SBSC's personalized learning model as well as the academic support services provided through in-person and virtual Resource Centers encourage a culture of growth. The relationship of respect and academic success created through the PLT's provides trust and the establishment of high expectations. The school also provides Social-Emotional resources through their GLCares website. This can be strengthened by providing a bridge for stakeholders to connect to school and community resources.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

Through the personalized learning model at GLC SBSC, students are provided with multiple avenues of support that encourage academic success and individual student achievement. Students are encouraged

to participate (whether in-person or virtually) in Resource Center workshops that supplement curricular understanding and provide greater opportunities for enrichment . While GLC SBSC does a wonderful job recognizing and supporting the needs of all learners, this is most evident in the support that they provide towards their SPED and EL students. Highly-trained Inclusion Specialists serve as an added layer of support for Education Specialists, students, and parents and the EL support staff promote student EL growth through both physical curriculum as well as online support modalities.

As GLC SBSC continues to create and **implement support systems for learners**, they must **design a structure of understanding and data analysis for continued student success**. The self-study notes, and focus group interviews verified that the school is in the initial phase of developing and implementing a Multi-Tiered Systems of Support plan. A **structure of student interventions will more clearly define the needs of all learners**. This is also identified as an area for growth in their LCAP action plan.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The visiting committee identified in the self-study as well as through observations, many different systems of support that promote academic achievement. Resources Centers supplement primary home school instruction through academically enriched workshops. Based on i-Ready benchmark data, early interventions are identified and implemented through Student Study Teams. The school is currently in the process of implementing a Multi-Tiered Support System plan.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- A personalized learning environment where all students are valued and parents are recognized as a vital member of their child's academic success.
- Students and parents, in conjunction with their Personalized Learning Teacher, choose extracurricular activities related to the students' individual interests.
- Highly-trained Inclusion Specialists serve as an added layer of support for Education Specialists, students, and parents and the EL support staff promote student EL growth through both physical curriculum as well as online support modalities.
- SMART Goals are created and reviewed during monthly Personalized Learning Plan meetings and I-Can standards are discussed for standard mastery.
- GLC SBSC uses Parent Square to communicate with families in multiple languages and parents are encouraged to participate in monthly Parent Seminar training opportunities that provide added guidance towards at-home curriculum and instructional support.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Continue to develop, implement and provide easily accessible and appropriate Social Emotional support resources, to ensure timely responses for overall student wellbeing.

- Increase additional community mental health connections and increase visibility for direct school counselor contact information.
- Continue to increase growth in parent engagement and support as outlined in the LCAP goals.
- Design a structure of understanding and data analysis for continued student success, in order to understand and implement a support system for learners and their needs.
- Continue to develop and implement your MTSS plan as a collaborative structure to identify student needs and track student instructional interventions.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Goal Setting Worksheets, ParentSquare Communication Program, GLCares SEL Website, Parent Seminars, Student Study Team Manual and Request Form, School Pathways, New Student/Parent Orientation

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

- The entire GLC SBSC staff is very committed to creating a highly personalized learning experience for every student, resulting in meaningful opportunities that enable each student to reach their highest level of learning potential.
- A solid procedure for gathering and maintaining instructional materials for students
- Ensures curriculum and learning are aligned to CCSS through the use of the Standards Tracking Worksheets, simplified “I Can” Standards, and the availability of Subject Expert Teachers.
- Offers a full set of in house A-G curriculum options and several CTE courses to allow students to make appropriate choices and pursue a full range of realistic college and career options.
- Long-term relationships between GLC SBSC staff and the families they serve, address the needs of the whole child and create a safe, trusting environment; resulting in far-reaching benefits for each student.
- Resource Centers provide opportunities for student engagement, collaboration, team-building, social skill development and community in which they demonstrate real-life skills.
- Access to guidance counselors ensure students know and understand requirements for college and career goals.
- The vast standards-based curriculum and multiple scaffolded learning experiences, ensure that all students meet grade-level standards and as they prepare for post-secondary life.
- Students and parents, in conjunction with their Personalized Learning Teacher, do extracurricular activities related to the students' individual interests.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with most of the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan, although the visiting committee would recommend a revision of goal 1, to move the school past the initial “implementation” phase. The school’s growth areas for continuous improvement are:

1. **Implement the Personalized Learning Model:** GLC SBSC will continue to educate pupils in a Personalized Learning Model, which includes qualified Personalized Learning Teachers, quality additional instructional programs and services, standards-aligned and personalized curriculum across a broad array of courses, and a safe and effective learning environment.

2. **Involve and Support Families:** GLC SBSC will transform the role of parents in the administrative decision-making process and hold itself accountable for strengthening parent participation in school events and empowering parent voices in school planning
3. **Strengthen college- and career-readiness culture:** GLC SBSC will improve academic achievement and college and career readiness outcomes for all student groups.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

- The school indicated that the last time the SLOs were revised was 2015, in alignment with CCSS. Since the 2018 WASC visit, the school has identified a need to re-align Schoolwide Learner Outcomes with the school's mission and vision, therefore they are encouraged to focus on this as a priority in future planning.
- Develop, integrate and implement data collection processes and informed decision-making practices on a regular basis, that monitors targeted academic growth and high achievement for all students, while involving the entire school community.
- Continue implementing structured support programs that utilize collected data regarding student needs, to target key practices and interventions that provide social-emotional support for all stakeholders.
- Utilize student demographic and achievement data to reassess major student learner needs if applicable
- Continue to identify a broader array of opportunities for students to engage in experiences that will prepare them for post-secondary life (internships, college fairs, job fairs, community volunteer programs, gap year programs, dual enrollment)

Chapter 5: Ongoing School Improvement

The action plan is aligned to the school's LCAP goals and delineates specific program areas that are in need of specific tasks including a broad program implementation, support for all families and parents, and strengthening the college and career readiness culture. All of the goals, tasks and timelines are tangible, however there currently is a disconnect related to the school's identified Major Student Learner Needs, specific to supporting all students in core content (Mathematics) and student social-emotional needs. The school is encouraged to review the Action Plan and update relevant goals that will take the school past the initial "start-up" phase of Goal 1, and use the plan to focus on future implementation and tracking of desired high-level outcomes, which are informed by holistic student data and are in alignment with their mission and SLOs.

According to GLC SBSC Board policy, the school is tasked with developing goals that are focused on "achieving the school's overall vision as well as clear performance standards and benchmarks. Goals shall be limited so as to be reasonably achievable within established timelines." The visiting committee confirmed that the Director gives updates and its progress of the action plan annually, but was unable to determine if there were any other interim updates provided to the Board. The school administration is committed to accomplishing all areas of the action plan and adjusting it as needed. The VC commends the school administration and Board for positively participating in the WASC process and supporting the school's action plan as a means of continuous improvement. The school is encouraged to develop a systematic process of goal review that will result in deeper alignment with the school's mission, and SLOs, while increasing the use of data that will inform the review of progress with all stakeholders.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school recognizes that they have an opportunity to clearly identify learner outcomes, to improve cohesive expectations for all students, schoolwide. Through the use of a graduation checklist, they have made good progress in supporting students who are preparing for college or career readiness, through the expansion of curricular choices and Guidance Counselor resources. There appears to be work that still needs to be done to support identified students in achieving mathematics and increase social-emotional learning support for all students.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

GLC SBSC's current Action Plan includes actionable items and strategies, means for assessing progress and reasonable timelines for implementing a Personalized School Model. It also serves as the school's LCAP, and is linked with the school's mission/vision to support learners and other school stakeholders including teachers and parents. GLC SBSC is committed to further developing an appropriate action plan aligned with their identified major learner learning needs, and appropriate analysis of achievement and other operational data to focus on supporting high achievement for all students.

The capacity to implement and monitor the schoolwide action plan/SPSA.

visiting committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The visiting committee believes that GLC SBSC has the capacity and willingness to effectively monitor the schoolwide action plan. There are systems and personnel that are being put in place to assist the staff in ensuring the effectiveness of each goal, as they reassess their Action Plan goals, and further align the SLOs with the school's mission and vision.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.			X	
The Involvement and collaboration of stakeholders in the self-study that accomplishes the self-study outcomes.			X	
Vision and Purpose (A1)			X	

Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)	X			
Rigorous and Relevant Standards-based Curriculum (B1)		X		
Equity and Access to Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)			X	
Using Student Assessment to Monitor and Modify Learning in the Classroom (D2)	X			
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students			X	
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need			X	
The capacity to monitor and implement the schoolwide action plan/SPSA		X		