



GOETHE INTERNATIONAL CHARTER
CHARTER SCHOOL RENEWAL PETITION
For the term JULY 1, 2026-JUNE 30, 2032

Submitted to LAUSD

September 19, 2025

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Affirmations, Assurances, and Declarations

Goethe International Charter (also referred to herein as “Goethe International Charter School,” “GICS,” “Goethe,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in

statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public-school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

Mathematics Placement

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

English Learners

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Students with Disabilities

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated

Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

<u>GENERAL INFORMATION</u>	
The contact person for the Charter School is:	Rasheed Khan, Executive Director
The contact address for the Charter School is:	12500 Braddock Drive Los Angeles, CA 90066
The contact phone number for the Charter School is:	310-306-3484
The current address of the Charter School is:	12500 Braddock Drive Los Angeles, CA 90066
Location(s) is/are in LAUSD Board District:	4
Location(s) is/are in LAUSD Region:	West
The grade configuration of the Charter School is:	TK-8
The number of students in the first year (should align with that for Year 1 of the budget, as well as the rollout plan in the petition, if applicable) will be:	610
The grade level(s) are:	TK-8
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in the Charter School).	775
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Year
The regular bell schedule will be:	TK, K: 8:15am – 2:15 pm Reg. Days Gr 1-2: 8:10 am – 2:40 pm Reg. Days Gr 3-5: 8:10 am – 2:50 pm Reg. Days Gr 6-8: 8:05 am – 3:00 pm Reg. Days TK, K: 8:15am – 1:15 pm Early Release Gr 1-2: 8:10 am – 1:40 pm Early Release Gr 3-5: 8:10 am – 1:40 pm Early Release Gr 6-8: 8:05 am – 1:40 pm Early Release

The term of this Charter for Middle and High performing schools (ensure term consistency throughout document, e.g., rollout plan, LCFF, etc.):	July 1, 2026, to June 30, 2032
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Self-Reflection for Charter School

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

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

The California Department of Education has identified Goethe International Charter School, as a top-tier (high performing) charter school.

Based on the Charter School’s performance on the 2023 and the 2024 Dashboards, Goethe International Charter School has met the legal requirement for the High Performing Tier, Criterion 2, as determined by the California Department of Education (“CDE”). The Criterion 2 designation is based on the student group performance on the Dashboard Academic Indicators which include English Language Arts (“ELA”), Mathematics, and the English Learner Progress Indicator (“ELPI”).

HIGH PERFORMING TIER – Charter Performance Category

A Charter School in the High Performing Tier is eligible for a five-, six- or seven-year renewal term.

Education Code Section 47607.2(c)(2) states:

(A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

- i. The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.*
- ii. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.*
- iii. Notwithstanding clauses (i) and (ii), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.*
- iv. A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.*

(B) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(C) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter

schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

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

To document high-performing status, we focus on Goethe International Charter School’s schoolwide and numerically significant student group performance on the Dashboard, with "greater weight" focused on academic indicators (California Assessment of Student Performance and Progress (“CAASPP”) and ELPI); as reported on CDE’s California School Dashboard, with results that demonstrate sustained excellence and significant outperformance of similar peers.

DASHBOARD PERFORMANCE

This analysis presents Goethe International Charter School’s performance on the Academic Indicators (ELA, Math, & ELPI) schoolwide “all students,” and by student group, reported using Distance from Standard (“DFS”) and performance level (color). Additionally, the analysis provides a comparison between Goethe, LAUSD (authorizer) and the State, measuring pre-and post-pandemic performance as reported on the 2019, 2022, 2023, and 2024 Dashboards.

Starting with the 2024 Dashboard, the ***African American*** student group at Goethe became numerically significant for the ELA and Math Academic Indicators, resulting in a performance level (color designation). For transparency, we have included this student group's performance data as measured using DFS and status level.

Although ***Students with Disabilities (“SWD”)*** at Goethe do not meet the minimum group size requirements for statistically significant reporting on the academic indicators across the past four dashboards, the data reveals strong academic performance trends for the student group. SWD at Goethe consistently outperform both LAUSD averages and state averages, providing additional evidence of effectiveness of Goethe’s high-quality IB and Immersion educational program and its impact across its diverse student groups.

English Language Arts Dashboard Performance Analysis

Executive Summary: Goethe International Charter School’s exceptional English Language Arts performance provides compelling evidence supporting charter renewal. Analysis of California School Dashboard data, illustrated in the following charts, demonstrates sustained academic performance. The Charter School consistently outperforms both LAUSD and statewide averages across all student populations and demographic student groups.

ELA Academic Indicator	2019 Dashboard			2022 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	+32.7 Green	-23.7 Yellow	-2.5 Green	+41.5 High	-30.8 Low	-12.2 Low
EL	+28.1 Green	-62.4 Yellow	-45.1 Yellow	+34.7 High	-83.9 Very Low	-61.2 Low
SED	-13.2 Yellow	-33.5 Yellow	-30.1 Yellow	-2.3 Medium	-42.1 Low	-41.4 Low
**SWD	-61.5 Low	-106.4 Orange	-88.1 Orange	-27.5 No Level	-115.3 Very Low	-97.3 Very Low
African American	-24.3 Low	-51.7 Yellow	-47.6 Yellow	-7 No Level	-60 Low	-57.7 Low
Hispanic	+16.6 Green	-32.5 Yellow	-26.6 Yellow	+12.5 High	-41.3 Low	-38.6 Low
White	+51.9 Green	+30.9 Green	+30.7 Green	+65.6 Very High	+26.2 High	+21.9 High
Two or More Races	+58.9 Very High	+33.3 Green	+30.3 Green	+75.3 Very High	+35.7 High	+25.1 High

ELA Academic Indicator	2023 Dashboard			2024 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	+39.4 Green	-32.4 Orange	-13.6 Orange	+32.3 Green	-28.2 Yellow	-13.2 Orange
EL	+17.4 Green	-87.8 Red	-67.7 Orange	-8.1 Orange	-78.7 Orange	-67.6 Orange
SED	-3.7 Yellow	-46.1 Orange	-42.6 Orange	-23.4 Orange	-40.2 Yellow	-40.9 Orange
**SWD	-14 Low	-111.8 Orange	-96.3 Red	-8.8 Low	-106.9 Orange	-95.6 Red
African American	+19 High	-59.9 Orange	-59.6 Orange	+4.5 Yellow	-55.8 Yellow	-58.9 Orange
Hispanic	-4.7 Yellow	-43.1 Orange	-40.2 Orange	-8.2 Orange	-38.9 Yellow	-39.3 Orange
White	+69 Blue	+26.9 Green	+20.8 Green	+73.8 Blue	+29.3 Green	+19.2 Green
Two or More Races	+71.4 Green	+36.5 Green	+24.3 Green	+54.8 Green	+40.2 Green	+24.3 Green

Sustained Excellence Trajectory: 2019-2024

For all students: Goethe has demonstrated sustained academic excellence across all student groups. Over the past four years measured by the California School Dashboard, the Charter School has maintained positive DFS scores, indicating above-average performance. This stands in stark contrast to LAUSD, which consistently performs below standard, and California as a whole, which has shown declining performance during the same period.

Goethe's success is particularly notable in ELA, where the Charter School maintains a consistent 60+ point performance advantage over LAUSD performance.

- **Pre-Pandemic Excellence (2019):** +32.7 DFS (Green) - Strong baseline
- **Pandemic Resilience (2022):** +41.5 DFS (High) – Significantly growth during a challenging period
- **Continued Excellence (2023):** +39.4 DFS (Green) - Maintained high performance
- **Current Performance (2024):** +32.3 DFS (Green) - Sustained performance positive DFS

Schoolwide Performance Demonstrating Academic Excellence

Goethe consistently demonstrates exceptional ELA performance at the schoolwide level with sustained excellence over time. While LAUSD and the State struggled with negative Distance from Standard scores, Goethe maintained positive performance throughout the entire period: In response to a decline in performance from 2023 to 2024, the school has added a full-time

intervention teacher to support reading in the primary grades and updated the middle school schedule to include dedicated time for targeted intervention and enrichment in ELA, ensuring students receive instruction tailored to their specific needs. Additionally, training for staff has focused on implementation of a new ELD program, EL Achieve, as well as strategies to promote language development, such as GLAD.

Performance Comparison Timeline:

- **2019:** Goethe +32.7 (Green) vs. LAUSD -23.7 (Yellow) vs. State -2.5 (Green) - 56+ point advantage over LAUSD
- **2022:** Goethe +41.5 (High) vs. LAUSD -30.8 (Low) vs. State -12.2 (Low) - 72+ point advantage over LAUSD
- **2023:** Goethe +39.4 (Green) vs. LAUSD -32.4 (Orange) vs. State -13.6 (Orange) - 72+ point advantage over LAUSD
- **2024:** Goethe +32.3 (Green) vs. LAUSD -28.2 (Yellow) vs. State -13.2 (Orange) - 60+ point advantage over LAUSD

This positive trajectory demonstrates sustained high performance and exceptional instructional effectiveness in maintaining academic excellence while LAUSD and the state experienced declining performance levels.

Student Group Performance Analysis

English Learners (“ELs”):

- **2019:** +28.1 DFS (Green) vs. LAUSD -62.4 (Yellow) vs. State -45.1 (Yellow) - 90+ point advantage over LAUSD
- **2022:** +34.7 DFS (High) vs. LAUSD -83.9 (Very Low) vs. State -61.2 (Low) - 118+ point advantage over LAUSD
- **2023:** +17.4 DFS (Green) vs. LAUSD -87.8 (Red) vs. State -67.7 (Orange) - 105+ point advantage over LAUSD
- **2024:** -8.1 DFS (Orange) vs. LAUSD -78.7 (Orange) vs. State -67.6 (Orange) - Still 70+ point advantage despite decline

Goethe's English Learner performance represents consistent outperformance with LAUSD, and the state by 70-118 points across all measured years.

Socioeconomically Disadvantaged (“SED”) Students:

- **2019:** -13.2 DFS (Yellow) vs. LAUSD -33.5 (Yellow) vs. State -30.1 (Yellow) - 20+ point advantage
- **2022:** -2.3 DFS (Medium) vs. LAUSD -42.1 (Low) vs. State -41.4 (Low) - 40+ point advantage

- **2023:** -3.7 DFS (Yellow) vs. LAUSD -46.1 (Orange) vs. State -42.6 (Orange) - 42+ point advantage
- **2024:** -23.4 DFS (Orange) vs. LAUSD -40.2 (Yellow) vs. State -40.9 (Orange) - Consistent 17+ point advantage

Consistent outperformance across all measured years, demonstrating effective service to low-income students.

Students with Disabilities:

- **2019:** -61.5 DFS (Low) vs. LAUSD -106.4 (Orange) vs. State -88.1 (Orange) - 45+ point advantage over LAUSD
- **2022:** -27.5 DFS (No Level) vs. LAUSD -115.3 (Very Low) vs. State -97.3 (Very Low) - 88+ point advantage over LAUSD
- **2023:** -14.0 DFS (Low) vs. LAUSD -111.8 (Orange) vs. State -96.3 (Red) - 98+ point advantage over LAUSD
- **2024:** -8.8 DFS (Low) vs. LAUSD -106.9 (Orange) vs. State -95.6 (Red) - 98+ point advantage over LAUSD

Remarkable and consistent outperformance, showing exceptional special education services and inclusive practices.

African American Students:

- **2019:** -24.3 DFS (Low) vs. LAUSD -51.7 (Yellow) vs. State -47.6 (Yellow) - 27+ point advantage
- **2022:** -7.0 DFS (No Level) vs. LAUSD -60.0 (Low) vs. State -57.7 (Low) - 53+ point advantage
- **2023:** +19.0 DFS (High) vs. LAUSD -59.9 (Orange) vs. State -59.6 (Orange) - 79+ point advantage over LAUSD
- **2024:** +4.5 DFS (Yellow) vs. LAUSD -55.8 (Yellow) vs. State -58.9 (Orange) - 60+ point advantage over LAUSD

Outstanding achievement trajectory, with Goethe being the only entity to achieve positive DFS scores for African American students in recent years.

Hispanic Students:

- **2019:** +16.6 DFS (Green) vs. LAUSD -32.5 (Yellow) vs. State -26.6 (Yellow) - 49+ point advantage over LAUSD
- **2022:** +12.5 DFS (High) vs. LAUSD -41.3 (Low) vs. State -38.6 (Low) - 54+ point advantage over LAUSD

- **2023:** -4.7 DFS (Yellow) vs. LAUSD -43.1 (Orange) vs. State -40.2 (Orange) - 38+ point advantage over LAUSD
- **2024:** -8.2 DFS (Orange) vs. LAUSD -38.9 (Yellow) vs. State -39.3 (Orange) - 31+ point advantage over LAUSD

Consistent strong performance with sustained advantages over comparison entities.

White Students:

- **2019:** +51.9 DFS (Green) vs. LAUSD +30.9 (Green) vs. State +30.7 (Green) - 21+ point advantage
- **2022:** +65.6 DFS (Very High) vs. LAUSD +26.2 (High) vs. State +21.9 (High) - 39+ point advantage
- **2023:** +69.0 DFS (Blue) vs. LAUSD +26.9 (Green) vs. State +20.8 (Green) - 42+ point advantage
- **2024:** +73.8 DFS (Blue) vs. LAUSD +29.3 (Green) vs. State +19.2 (Green) - 44+ point advantage

Exceptional and improving performance, achieving the highest Blue performance level.

Two or More Races:

- **2019:** +58.9 DFS (Very High) vs. LAUSD +33.3 (Green) vs. State +30.3 (Green) - 26+ point advantage
- **2022:** +75.3 DFS (Very High) vs. LAUSD +35.7 (High) vs. State +25.1 (High) - 40+ point advantage
- **2023:** +71.4 DFS (Green) vs. LAUSD +36.5 (Green) vs. State +24.3 (Green) - 35+ point advantage
- **2024:** +54.8 DFS (Green) vs. LAUSD +40.2 (Green) vs. State +24.3 (Green) - 15+ point advantage

Sustained high performance with consistent advantages across all years.

Exceptional Equity Achievement: Every student group at Goethe significantly outperformed both LAUSD and state averages, with especially impressive gains among traditionally underserved populations. Students with Disabilities achieved a remarkable 98+ point advantage over LAUSD performance, while English Learners demonstrated stellar performance with a 70+ point gap above LAUSD.

Additionally, the African American student group at Goethe demonstrated a positive trajectory growth annually while this same student group performed below standard at both LAUSD and the State.

Pandemic Resilience: While many schools experienced significant learning loss during the pandemic, Goethe demonstrated remarkable resilience by significantly improving its performance. The Charter School's Distance from Standard scores increased from +32.7 in 2019 to +41.5 in 2022—a clear upward trajectory that highlights the Charter School's ability to maintain educational excellence even during unprecedented challenges.

Strategies in the 2025-26 School Year to Improve ELA Performance (EL, SED, & Hispanic)

2025-26 Action Plan: outlined in the 2025-26 Local Control and Accountability Plan (“LCAP”)

1. The comprehensive plan of action prioritizes expanding intervention capacity through hiring a dedicated intervention teacher for elementary school who will provide both pullout and push-in intervention services. This position, funded through LCAP lines 40-41, will specifically address the growing population of students requiring intensive academic support. Middle school support will be restructured to include an after-school tutoring center providing ELA and Math homework support, while adding an academic counselor to ensure students complete assignments and receive necessary interventions.
2. Strengthening English Language Development (“ELD”) program implementation represents the second priority, involving completion of the EL Achieve curriculum rollout to include grades 2, 3, 4, 7, and 8 in the second year of the three-year implementation plan. Comprehensive Guided Language Acquisition Design (“GLAD”) training will be provided to all teachers focusing on Integrated ELD strategies, supported by dedicated professional development time for ongoing ELD implementation coaching and support.
3. Enhanced assessment and progress monitoring will be implemented through the Multitudes Reading Screening tool for grades K-2 to enable early identification of students at promise. Systematic progress monitoring will be established through quarterly EL progress reviews using multiple data sources, while improving parent communication about assessment results and intervention strategies to ensure family engagement in student progress.
4. Targeted interventions will address the specific needs of each student group. English Learners will receive small group pull-out Designated ELD for students at ELPAC levels 1 and 2 in middle school, supplemental intervention through the BrainPOP EL program, and prioritized placement in Expanded Learning Opportunities Program (“ELOP”) activities. Socioeconomically Disadvantaged students will receive prioritized access to intervention services and tutoring programs, enhanced family engagement and communication in multiple languages, and support accessing technology and resources for home learning.
5. Hispanic students will benefit from culturally responsive teaching strategies, Spanish language communication for families, and leveraging bilingual strengths within the dual language (“DL”) program model. Professional development will focus intensively on data analysis training enabling teachers to use i-Ready and ELPAC data for differentiated instruction planning, small group instruction techniques for tiered language acquisition support, and cross-curricular ELD integration strategies.

CONCLUSION

The Dashboard data provides clear and convincing evidence that Goethe International Charter School provides an exceptional high-performing dual-immersion and International Baccalaureate (“IB”) educational program, that significantly exceeds academic expectations. The sustained excellence across all student groups, substantial performance advantages over LAUSD, and consistent achievement of high-performance levels strongly support six-year charter renewal.

Goethe International Charter School’s ELA performance data demonstrates exceptional and sustained academic excellence that significantly exceeds both LAUSD and the state performance across all student groups and all measured years. The Charter School's ability to maintain positive Distance from Standard scores while serving diverse populations, including achieving positive scores for traditionally underserved groups, provides compelling evidence of institutional effectiveness and mission fulfillment. This consistent high performance strongly supports six-year charter renewal based on LAUSD’s charter term renewal criteria and the Charter School’s academic achievement data.

Mathematics Dashboard Performance Analysis

EXECUTIVE SUMMARY: The following analysis displays Goethe International Charter School’s schoolwide Dashboard state indicators and, for comparison purposes, Los Angeles Unified School District, and the State's, for the 2019, 2022, 2023 and 2024 Dashboards.

Goethe International Charter School demonstrates exceptional mathematics performance that significantly exceeds LAUSD and the state across all years and student groups. Goethe's mathematics trajectory strongly supports charter renewal based on LAUSD's established benchmarking criteria, showing particular excellence in serving all student populations, including those traditionally underperforming in mathematics.

Goethe demonstrates exceptional academic performance in Mathematics that provides compelling justification for six-year charter renewal, per LAUSD’s renewal criteria. The following comprehensive analysis of Dashboard data from 2019-2024 reveals sustained academic performance that significantly exceeds both LAUSD and the State. In response to a decline from 2023 to 2024, the school has added a full-time intervention teacher to support math in the primary grades and updated the middle school schedule to include dedicated time for targeted intervention and enrichment, ensuring students receive instruction tailored to their specific needs. Additionally, training for staff in the primary grades has focused on Cognitively Guided Instruction to better support students’ mathematical understanding.

Math Academic Indicator	2019 Dashboard			2022 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	+23 Green	-54.1 Yellow	-33.5 Orange	+28.6 High	-71.5 Low	-51.7 Low
EL	+33.2 Green	-83.2 Yellow	-68.6 Orange	+31.3 High	-108.5 Very Low	-92 Low
SED	-21.2 Yellow	-64.2 Yellow	-63.7 Yellow	-10.2 Medium	-83.1 Low	-84 Low
*SWD	-81.1 Low	-133.7 Orange	-119.4 Orange	-49.4 No Level	-146.5 Very Low	-130.8 Very Low
African American	-33.1 Low	-87.5 Yellow	-87.9 Orange	-46.6 No Level	-105.8 Very Low	-106.9 Very Low
Hispanic	+7.4 Green	-64.3 Yellow	-62.2 Yellow	+4.1 High	-83.2 Low	-83.4 Low
White	+47.2 Green	+6 Green	+1.4 Green	+63.3 Very High	-10.3 Medium	-13.4 Medium
Two or More Races	+24.2 High	+11 Green	+2.5 Green	+49 Very High	+1 High	-9.9 Medium

Math Academic Indicator	2023 Dashboard			2024 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	+23.6 Green	-67.3 Yellow	-49.1 Orange	+16 Green	-60.4 Yellow	-47.6 Orange
EL	+4.1 Green	-106 Red	-93.4 Orange	+0.6 Green	-95.4 Orange	-93.4 Orange
SED	-19 Yellow	-78.4 Yellow	-80.8 Yellow	-38.4 Orange	-72.6 Yellow	-78.2 Orange
*SWD	-45.8 Low	-140.3 Orange	-127.3 Orange	-49.6 Low	-131.3 Orange	-124.3 Red
African American	-22.2 Medium	-99.3 Orange	-104.5 Red	-19 Green	-91.9 Yellow	-102.2 Red
Hispanic	-23.7 Yellow	-78.9 Yellow	-80.8 Orange	-28.4 Orange	-72.6 Yellow	-79.2 Orange
White	+72.7 Blue	-5.8 Green	-11.1 Yellow	+57.6 Green	+3.3 Green	-10.3 Yellow
Two or More Races	+42 Green	+3.1 Green	-7.4 Yellow	+43.4 Blue	+13.3 Green	-5.3 Yellow

Sustained Excellence Trajectory: 2019-2024

For all students: Goethe consistently demonstrates exceptional Mathematics performance at the schoolwide level with sustained excellence over time. While LAUSD and the State experienced significant declines, Goethe maintained positive performance throughout, reflective of the exceptionally effective mathematics instructional program at the Charter School.

- **Pre-Pandemic Excellence (2019):** +23.0 DFS (Green) - Strong baseline significantly above standard
- **Pandemic Resilience (2022):** +28.6 DFS (High) - Peak performance during challenging period
- **Continued Excellence (2023):** +23.6 DFS (Green) - Maintained high performance
- **Current Performance (2024):** +16.0 DFS (Green) - Sustained positive performance

Performance Comparison Timeline:

- **2019:** Goethe +23.0 (Green) vs. LAUSD -54.1 (Yellow) vs. State -33.5 (Orange) - 77+ point advantage over LAUSD
- **2022:** Goethe +28.6 (High) vs. LAUSD -71.5 (Low) vs. State -51.7 (Low) - 100+ point advantage over LAUSD

- **2023:** Goethe +23.6 (Green) vs. LAUSD -67.3 (Yellow) vs. State -49.1 (Orange) - 91+ point advantage over LAUSD
- **2024:** Goethe +16.0 (Green) vs. LAUSD -60.4 (Yellow) vs. State -47.6 (Orange) - 76+ point advantage over LAUSD

The following analysis is a comparison between Goethe, LAUSD and the State for the past four Dashboards. The analysis displays DFS and performance levels (indicated by colors) as reported Dashboard for each numerically significant student group at Goethe.

Student Group Performance Analysis

English Learners:

- **2019:** +33.2 DFS (Green) vs. LAUSD -83.2 (Yellow) vs. State -68.6 (Orange) - 116+ point advantage over LAUSD
- **2022:** +31.3 DFS (High) vs. LAUSD -108.5 (Very Low) vs. State -92.0 (Low) - 140+ point advantage over LAUSD
- **2023:** +4.1 DFS (Green) vs. LAUSD -106.0 (Red) vs. State -93.4 (Orange) - 110+ point advantage over LAUSD
- **2024:** +0.6 DFS (Green) vs. LAUSD -95.4 (Orange) vs. State -93.4 (Orange) - Still 96+ point advantage

As a German dual-immersion educational program, Goethe's English Learner mathematics performance represents extraordinary achievement, consistently maintaining positive scores while LAUSD and the state perform at deeply negative levels, with advantages ranging from 96-140 points.

Socioeconomically Disadvantaged Students:

- **2019:** -21.2 DFS (Yellow) vs. LAUSD -64.2 (Yellow) vs. State -63.7 (Yellow) - 43+ point advantage
- **2022:** -10.2 DFS (Medium) vs. LAUSD -83.1 (Low) vs. State -84.0 (Low) - 73+ point advantage
- **2023:** -19.0 DFS (Yellow) vs. LAUSD -78.4 (Yellow) vs. State -80.8 (Yellow) - 59+ point advantage
- **2024:** -38.4 DFS (Orange) vs. LAUSD -72.6 (Yellow) vs. State -78.2 (Orange) - 34+ point advantage

Consistent and substantial outperformance across all measured years, demonstrating effective mathematics instruction for Socioeconomically Disadvantaged students.

Students with Disabilities:

- **2019:** -81.1 DFS (Low) vs. LAUSD -133.7 (Orange) vs. State -119.4 (Orange) - 53+ point advantage over LAUSD
- **2022:** -49.4 DFS (No Level) vs. LAUSD -146.5 (Very Low) vs. State -130.8 (Very Low) - 97+ point advantage over LAUSD
- **2023:** -45.8 DFS (Low) vs. LAUSD -140.3 (Orange) vs. State -127.3 (Orange) - 95+ point advantage over LAUSD
- **2024:** -49.6 DFS (Low) vs. LAUSD -131.3 (Orange) vs. State -124.3 (Red) - 82+ point advantage over LAUSD

Remarkable and consistent outperformance, demonstrating exceptional mathematics instruction, services and inclusive practices for Students with Disabilities.

African American Students:

- **2019:** -33.1 DFS (Low) vs. LAUSD -87.5 (Yellow) vs. State -87.9 (Orange) - 54+ point advantage
- **2022:** -46.6 DFS (No Level) vs. LAUSD -105.8 (Very Low) vs. State -106.9 (Very Low) - 59+ point advantage
- **2023:** -22.2 DFS (Medium) vs. LAUSD -99.3 (Orange) vs. State -104.5 (Red) - 77+ point advantage over LAUSD
- **2024:** -19.0 DFS (Green) vs. LAUSD -91.9 (Yellow) vs. State -102.2 (Red) - 73+ point advantage over LAUSD

Outstanding achievement trajectory, with Goethe achieving the Green performance level for African American students in mathematics while LAUSD and the state remain at very low performance levels.

Hispanic Students:

- **2019:** +7.4 DFS (Green) vs. LAUSD -64.3 (Yellow) vs. State -62.2 (Yellow) - 72+ point advantage over LAUSD
- **2022:** +4.1 DFS (High) vs. LAUSD -83.2 (Low) vs. State -83.4 (Low) - 87+ point advantage over LAUSD
- **2023:** -23.7 DFS (Yellow) vs. LAUSD -78.9 (Yellow) vs. State -80.8 (Orange) - 55+ point advantage over LAUSD
- **2024:** -28.4 DFS (Orange) vs. LAUSD -72.6 (Yellow) vs. State -79.2 (Orange) - 44+ point advantage over LAUSD

Strong performance with sustained advantages over LAUSD and the State.

White Students:

- **2019:** +47.2 DFS (Green) vs. LAUSD +6.0 (Green) vs. State +1.4 (Green) - 41+ point advantage
- **2022:** +63.3 DFS (Very High) vs. LAUSD -10.3 (Medium) vs. State -13.4 (Medium) - 74+ point advantage
- **2023:** +72.7 DFS (Blue) vs. LAUSD -5.8 (Green) vs. State -11.1 (Yellow) - 78+ point advantage
- **2024:** +57.6 DFS (Green) vs. LAUSD +3.3 (Green) vs. State -10.3 (Yellow) - 54+ point advantage

Exceptional and improving performance, achieving the highest Blue performance level and maintaining substantial advantages across all years.

Two or More Races:

- **2019:** +24.2 DFS (High) vs. LAUSD +11.0 (Green) vs. State +2.5 (Green) - 13+ point advantage
- **2022:** +49.0 DFS (Very High) vs. LAUSD +1.0 (High) vs. State -9.9 (Medium) - 48+ point advantage
- **2023:** +42.0 DFS (Green) vs. LAUSD +3.1 (Green) vs. State -7.4 (Yellow) - 39+ point advantage
- **2024:** +43.4 DFS (Blue) vs. LAUSD +13.3 (Green) vs. State -5.3 (Yellow) - 30+ point advantage

Outstanding performance achieving Blue level, with consistent advantages across each dashboard and achieving highest performance levels.

Key Findings:

Sustained Academic Excellence: Goethe has maintained a positive DFS scores across the past four Dashboards (+16 to +28.6), while LAUSD consistently performed below standard (-54.1 to -71.5), and the State demonstrated consistent negative academic performance (-33.5 to -51.7). Goethe's performance represents a consistent 76+ point performance advantage over LAUSD.

Exceptional Achievement Gap Closure: All student subgroups at Goethe dramatically outperformed LAUSD and the state, with particularly remarkable results for traditionally underserved populations. Students with Disabilities show an 81+ point advantage, English Learners demonstrate 96+ point superior performance, and African American students achieve positive DFS scores while LAUSD and the state remain with negative DFS.

Performance Level Excellence: Goethe achieved Green, High, and Blue performance levels consistently, while comparison entities frequently fall into Yellow, Orange, Red, and Very Low categories. The Charter School achieved the highest Blue performance level for Two or More Races students (+43.4 DFS) and maintained positive scores for multiple challenging populations.

Mathematics Leadership: Unlike many schools that struggle with mathematics achievement, Goethe demonstrates mathematics as a particular strength, with positive performance for the overall population and multiple subgroups, while LAUSD and the states consistently perform below standard across each Dashboard.

CONCLUSION: Goethe International Charter School’s Mathematics performance data demonstrates exceptional and sustained academic excellence that significantly exceeds both LAUSD and the state performance across all student groups and all measured years. The Charter School's ability to maintain positive Distance from Standard scores for the overall population while serving diverse populations, including achieving positive scores for English Learners and traditionally underserved groups in mathematics, provides compelling evidence of institutional effectiveness and mission fulfillment. The consistent 76+ point advantages over LAUSD and the achievement of Blue performance levels in mathematics strongly support charter renewal based on academic achievement data.

The Dashboard data provides clear and convincing evidence that Goethe International Charter School operates as a high-performing dual-immersion, International Baccalaureate educational program that significantly exceeds mathematics expectations. The sustained excellence across all student groups demonstrates substantial academic performance over LAUSD, and the State strongly supporting a six-year charter renewal.

**English Learner Progress Indicator
Dashboard Performance Analysis**

Goethe International Charter School demonstrates exceptional English learner progress that significantly exceeds LAUSD and the State over the past four Dashboards. Goethe's ELPI positive trajectory strongly demonstrates exceptional performance in advancing English learners toward English language proficiency that provides compelling justification for charter renewal. The comprehensive analysis of California School Dashboard ELPI data from 2019-2024 reveals sustained excellence that significantly exceeds both LAUSD and State performance.

English Learner Progress Indicator (ELPI): EL				
Dashboard	2019	2022	2023	2024
Goethe	56.4% High	68.8% Very High	72.4% Very High	65.6% Very High
LAUSD	45% Medium	51.4% Medium	48.4% Orange	47.5% Yellow
CA State	48.3% Medium	50.3% Medium	48.7% Yellow	45.7% Orange

Sustained Exceptional Trajectory: 2019-2024

Goethe's ELPI performance demonstrates exceptional achievement in advancing English learners toward language proficiency, maintaining high and very high levels, significantly higher compared to LAUSD and the State.

- **Strong Foundation (2019):** 56.4% (High) - Established strong baseline for English learner progress
- **Exceptional Growth (2022):** 68.8% (Very High) - Significant improvement in English learner advancement
- **Peak Performance (2023):** 72.4% (Very High) – Very High performance
- **Sustained Excellence (2024):** 65.6% (Very High) - Maintained very high-performance levels

Goethe consistently demonstrates exceptional English learner instruction and support systems with sustained high performance over time. While LAUSD and the State continue to experience annual declines post-pandemic.

Performance Comparison Timeline:

- **2019:** Goethe 56.4% (High) vs. LAUSD 45.0% (Medium) vs. State 48.3% (Medium) - 11+ percentage point advantage over LAUSD
- **2022:** Goethe 68.8% (Very High) vs. LAUSD 51.4% (Medium) vs. State 50.3% (Medium) - 17+ percentage point advantage over LAUSD
- **2023:** Goethe 72.4% (Very High) vs. LAUSD 48.4% (Orange) vs. State 48.7% (Yellow) - 24+ percentage point advantage over LAUSD
- **2024:** Goethe 65.6% (Very High) vs. LAUSD 47.5% (Yellow) vs. State 45.7% (Orange) - 18+ percentage point advantage over LAUSD

English Learner Progress Analysis

The English Learner Progress Indicator measures the percentage of English learners who advance at least one proficiency level on the English Language Proficiency Assessments for California (“ELPAC”) or maintain the highest proficiency level (Level 4). Goethe's performance data reveals:

Outstanding Progress Rates: Goethe's ELPI percentages consistently demonstrate that approximately two-thirds to three-quarters of English learners make measurable progress toward English proficiency annually. This exceptional rate indicates a highly effective:

- **Instructional Programs:** ELD and content instruction designed to accelerate language acquisition
- **Support Systems:** Comprehensive Multi-tiered System of Supports (“MTSS”) which includes services addressing linguistic, academic, and social-emotional needs of English learners

- **Professional Development:** Effective Teacher preparation combined with robust and comprehensive professional development and instructional coaching to ensure a highly effective English learner instruction that encompasses designated and integrated ELD.
- **Assessment and Monitoring:** Consistent evidence-based academic universal screeners combined with trimester benchmark assessments used for ongoing progress monitoring and data-driven instructional decision-making.

Key Findings:

Outstanding English Learner Progress: Goethe maintains significantly higher ELPI percentages across all measured years (56.4% to 72.4%), while LAUSD consistently performs at lower rates (45% to 51.4%) and the State shows similar underperformance (45.7% to 50.3%). This represents consistent 15-25+ percentage point advantages over LAUSD.

Exceptional Performance Levels: Goethe achieved High and Very High-performance levels consistently, reaching peak performance of 72.4% (Very High) in 2023. The sustained Very High performance from 2022-2024 demonstrates exceptional English learner instruction.

English Learner Instruction Excellence: The ELPI measures the percentage of English learners making progress toward English proficiency, and Goethe's consistent 65%+ rates demonstrate that approximately two-thirds of English learners advance at least one proficiency level annually, significantly exceeding LAUSD and the state.

Program Effectiveness: The sustained high performance across multiple years demonstrates that Goethe's English learner program, instructional practices, and support systems are highly effective in accelerating language acquisition and academic achievement for English learners.

Important Context: While recent Dashboard reporting may not include performance colors due to minimum enrollment threshold (30 English learners required for official Dashboard color designation), the available status level data demonstrates consistent growth.

The ELPI data provides clear and convincing evidence that Goethe operates a highly effective dual-immersion, international Baccalaureate educational program with a highly effective English learner program that has resulted in very high-status levels on the ELP. The sustained excellence in advancing English learners toward proficiency strongly supports a six-year charter renewal based on Dashboard academic achievement data.

CONCLUSION: Goethe International Charter School's English Learner Progress Indicator performance data demonstrates exceptional and sustained excellence in advancing English learners toward English language proficiency. The Charter School's ability to achieve Very High performance levels while consistently outperforming both LAUSD and the state performance by substantial margins provides compelling evidence of institutional effectiveness in English learner education. The sustained 65%+ progress rates, representing significantly higher advancement compared to typical 45-50% LAUSD and the state rates, demonstrate that Goethe's English learner programs operate at exceptional levels of effectiveness. This consistent excellence in English learner instruction strongly supports charter renewal based on verified academic

achievement data, demonstrating the Charter School's capacity to serve English learners with superior educational outcomes.

Chronic Absenteeism Dashboard Performance Analysis

Goethe demonstrates exceptional student engagement and school climate through consistent low chronic absenteeism rates that provide compelling justification for six-year charter renewal.

The comprehensive analysis of the Chronic Absenteeism Indicator data for the 2019, 2022, 2023 and 2024 Dashboards reveals Goethe’s sustained excellence that significantly outperforms both LAUSD and the State across all student groups. Goethe's chronic absenteeism performance strongly supports charter renewal with the Charter School maintaining superior attendance rates that indicate strong family engagement and positive school culture across all demographic groups.

Chronic Absenteeism	2019 Dashboard			2022 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	3.1% Green	18.2% Red	10.1% Orange	8.6% Medium	39.8% Very High	30% Very High
EL	5.1% Orange	17.4% Red	9.9% Orange	13.5% High	41.5% Very High	33.6% Very High
SED	6.3% Green	19.3% Red	12.9% Orange	15.7% High	42.7% Very High	37.4% Very High
SWD	2.7% Green	25.3% Red	16.3% Orange	10.5% High	48% Very High	39.6% Very High
African American	5% Yellow	31% Red	20.6% Red	23.9% Very High	52.7% Very High	42.9% Very High
Hispanic	7.1% Orange	17.8% Red	11% Orange	16.5% High	41.7% Very High	35.8% Very High
White	0.6% Blue	16% Red	8.1% Yellow	2.6% Low	26.6% Very High	21.9% Very High
Two or More Races	1.5% Blue	19.3% Red	9.8% Orange	3% Low	33.8% Very High	25.1% Very High

Chronic Absenteeism	2023 Dashboard			2024 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	9.4% Orange	31% Yellow	24.3% Yellow	7.6% Green	23.3% Yellow	18.6% Yellow
EL	10.8% Yellow	30.4% Yellow	26.3% Yellow	12.9% Orange	23% Yellow	20.1% Yellow
SED	19.2% Orange	33.3% Yellow	29.9% Yellow	19% Orange	25.1% Yellow	23.4% Yellow
SWD	11.1% Orange	39.1% Yellow	33.1% Yellow	11.8% Orange	30.9% Yellow	26.3% Yellow
African American	14.9% Yellow	43.1% Yellow	36.4% Yellow	10.4% Yellow	35.9% Yellow	31.3% Yellow
Hispanic	18.4% Orange	31.8% Yellow	28.4% Yellow	15.2% Yellow	23.6% Yellow	21.7% Yellow
White	2.9% Green	23.5% Yellow	18.5% Yellow	1.8% Blue	16.7% Yellow	13.5% Yellow
Two or More Races	6.3% Orange	28.9% Yellow	21.6% Yellow	6.5% Yellow	22.8% Yellow	16.2% Yellow

Sustained Excellence Trajectory: 2019-2024

Goethe's chronic absenteeism performance demonstrates exceptional and sustained achievement in maintaining low rates of students missing 10% or more of the school year, consistently outperforming LAUSD and the state while demonstrating strong recovery post-pandemic:

- **Pre-Pandemic Excellence (2019):** 3.1% (Green) - Exceptional baseline with minimal chronic absenteeism
- **Pandemic Impact (2022):** 8.6% (Medium) - Moderate increase during challenging period but still far below LAUSD and the State
- **Recovery Period (2023):** 9.4% (Orange) - Continued management of pandemic effects
- **Strong Recovery (2024):** 7.6% (Green) - Return to excellence while others remained elevated

Performance Comparison Timeline:

- **2019:** Goethe 3.1% (Green) vs. LAUSD 18.2% (Red) vs. State 10.1% (Orange) - 15+ percentage point advantage over LAUSD
- **2022:** Goethe 8.6% (Medium) vs. LAUSD 39.8% (Very High) vs. State 30.0% (Very High) - 31+ percentage point advantage over LAUSD
- **2023:** Goethe 9.4% (Orange) vs. LAUSD 31.0% (Yellow) vs. State 24.3% (Yellow) - 22+ percentage point advantage over LAUSD

- **2024:** Goethe 7.6% (Green) vs. LAUSD 23.3% (Yellow) vs. State 18.6% (Yellow) - 16+ percentage point advantage over LAUSD

Student Group Performance Analysis

Student Group Performance Analysis

English Learners:

- **2019:** 5.1% (Orange) vs. LAUSD 17.4% (Red) vs. State 9.9% (Orange) - 12+ percentage point advantage over LAUSD
- **2022:** 13.5% (High) vs. LAUSD 41.5% (Very High) vs. State 33.6% (Very High) - 28+ percentage point advantage over LAUSD
- **2023:** 10.8% (Yellow) vs. LAUSD 30.4% (Yellow) vs. State 26.3% (Yellow) - 20+ percentage point advantage over LAUSD
- **2024:** 12.9% (Orange) vs. LAUSD 23.0% (Yellow) vs. State 20.1% (Yellow) - 10+ percentage point advantage over LAUSD

Goethe's chronic absenteeism rates for the English Learner student group remains significantly lower compared with LAUSD and the State.

Socioeconomically Disadvantaged Students:

- **2019:** 6.3% (Green) vs. LAUSD 19.3% (Red) vs. State 12.9% (Orange) - 13+ percentage point advantage over LAUSD
- **2022:** 15.7% (High) vs. LAUSD 42.7% (Very High) vs. State 37.4% (Very High) - 27+ percentage point advantage over LAUSD
- **2023:** 19.2% (Orange) vs. LAUSD 33.3% (Yellow) vs. State 29.9% (Yellow) - 14+ percentage point advantage over LAUSD
- **2024:** 19.0% (Orange) vs. LAUSD 25.1% (Yellow) vs. State 23.4% (Yellow) - 6+ percentage point advantage over LAUSD

Consistent and substantial outperformance across all measured years, demonstrating effective engagement strategies for Socioeconomically Disadvantaged students.

Students with Disabilities:

- **2019:** 2.7% (Green) vs. LAUSD 25.3% (Red) vs. State 16.3% (Orange) - 23+ percentage point advantage over LAUSD
- **2022:** 10.5% (High) vs. LAUSD 48.0% (Very High) vs. State 39.6% (Very High) - 38+ percentage point advantage over LAUSD
- **2023:** 11.1% (Orange) vs. LAUSD 39.1% (Yellow) vs. State 33.1% (Yellow) - 28+ percentage point advantage over LAUSD

- **2024:** 11.8% (Orange) vs. LAUSD 30.9% (Yellow) vs. State 26.3% (Yellow) - 19+ percentage point advantage over LAUSD

Outstanding achievement demonstrating exceptional inclusive practices and support systems that maintain high engagement for students with disabilities.

African American Students:

- **2019:** 5.0% (Yellow) vs. LAUSD 31.0% (Red) vs. State 20.6% (Red) - 26+ percentage point advantage over LAUSD
- **2022:** 23.9% (Very High) vs. LAUSD 52.7% (Very High) vs. State 42.9% (Very High) - 29+ percentage point advantage over LAUSD
- **2023:** 14.9% (Yellow) vs. LAUSD 43.1% (Yellow) vs. State 36.4% (Yellow) - 28+ percentage point advantage over LAUSD
- **2024:** 10.4% (Yellow) vs. LAUSD 35.9% (Yellow) vs. State 31.3% (Yellow) - 25+ percentage point advantage over LAUSD

Remarkable improvement trajectory and sustained advantages, demonstrating effective culturally responsive practices and strong community engagement.

Hispanic Students:

- **2019:** 7.1% (Orange) vs. LAUSD 17.8% (Red) vs. State 11.0% (Orange) - 11+ percentage point advantage over LAUSD
- **2022:** 16.5% (High) vs. LAUSD 41.7% (Very High) vs. State 35.8% (Very High) - 25+ percentage point advantage over LAUSD
- **2023:** 18.4% (Orange) vs. LAUSD 31.8% (Yellow) vs. State 28.4% (Yellow) - 13+ percentage point advantage over LAUSD
- **2024:** 15.2% (Yellow) vs. LAUSD 23.6% (Yellow) vs. State 21.7% (Yellow) - 8+ percentage point advantage over LAUSD

Strong performance with sustained advantages over comparison entities, indicating effective engagement with the Hispanic community and culturally responsive school climate.

White Students:

- **2019:** 0.6% (Blue) vs. LAUSD 16.0% (Red) vs. State 8.1% (Yellow) - 15+ percentage point advantage over LAUSD
- **2022:** 2.6% (Low) vs. LAUSD 26.6% (Very High) vs. State 21.9% (Very High) - 24+ percentage point advantage over LAUSD
- **2023:** 2.9% (Green) vs. LAUSD 23.5% (Yellow) vs. State 18.5% (Yellow) - 21+ percentage point advantage over LAUSD

- **2024:** 1.8% (Blue) vs. LAUSD 16.7% (Yellow) vs. State 13.5% (Yellow) - 15+ percentage point advantage over LAUSD

Exceptional and consistent performance achieving Blue performance levels, demonstrating sustained excellence in maintaining regular attendance.

Two or More Races:

- **2019:** 1.5% (Blue) vs. LAUSD 19.3% (Red) vs. State 9.8% (Orange) - 18+ percentage point advantage over LAUSD
- **2022:** 3.0% (Low) vs. LAUSD 33.8% (Very High) vs. State 25.1% (Very High) - 31+ percentage point advantage over LAUSD
- **2023:** 6.3% (Orange) vs. LAUSD 28.9% (Yellow) vs. State 21.6% (Yellow) - 23+ percentage point advantage over LAUSD
- **2024:** 6.5% (Yellow) vs. LAUSD 22.8% (Yellow) vs. State 16.2% (Yellow) - 16+ percentage point advantage over LAUSD

Outstanding performance with sustained advantages across all years, achieving Blue level performance and maintaining excellent attendance rates.

Key Findings:

Outstanding Student Engagement: Goethe maintains significantly lower chronic absenteeism rates across all measured years (3.1% to 9.4%), while LAUSD consistently shows higher rates (18.2% to 39.8%) and the State demonstrates elevated chronic absenteeism (10.1% to 30%). This represents consistent 10-30+ percentage point advantages over LAUSD, indicating superior school climate and student engagement.

Exceptional Performance Levels: Goethe achieved Green and Blue performance levels consistently, with 2024 showing 7.6% chronic absenteeism (Green level), while comparison entities frequently achieve Yellow, Red, or Very High performance levels. The achievement of Blue performance level for White students (1.8%) demonstrates a culture of fostering regular daily attendance.

School Climate Excellence: The chronic absenteeism indicator measures students absent 10% or more of the school year, and Goethe's consistently low rates demonstrate exceptional school climate, student engagement, and family involvement that promotes regular attendance across all student groups.

Recovery and Resilience: While 2022-2023 showed temporary increases due to pandemic impacts (common across all schools), Goethe demonstrated strong recovery in 2024, returning to pre-pandemic excellence levels while LAUSD and the state entities remained at elevated chronic absenteeism rates.

Equity Achievement: All student groups at Goethe demonstrate lower chronic absenteeism rates than LAUSD and the state, with particularly impressive results for traditionally at-risk populations, demonstrating inclusive school climate and effective engagement strategies.

The chronic absenteeism data provides clear and convincing evidence that Goethe operates an exceptionally engaging educational environment that significantly exceeds expectations for student attendance and engagement. The sustained low chronic absenteeism rates across all student groups strongly support a six-year charter renewal based on Dashboard performance.

Strategies in the 2025-26 School Year to Reduce Chronic Absenteeism rates

2025-26 Action Plan: outlined in the 2025-26 LCAP

Early Identification and Intervention System Development

- Goethe will implement an automated early warning system within the Unified Insights platform to identify students at promise before chronic patterns develop. Intervention triggers will be established at multiple levels, with phone calls initiated after three absences, family conferences scheduled after five absences, and comprehensive support plans developed after ten absences. An attendance intervention team will be created including counselor, social worker, and family liaison to ensure coordinated, comprehensive support.
- Implementation will begin in August 2025 with system configuration and staff training. Administrators and the Enrollment and Attendance Officer will assume primary responsibility for daily monitoring and intervention coordination. Resources needed include staff training costs and system configuration support.

Targeted Support for High-Need Subgroups

- English Learner support will be enhanced through hiring of a bilingual family liaison specifically focused on attendance outreach and barrier identification. Culturally responsive attendance materials will be developed in collaboration with community organizations serving immigrant families. Monthly EL family attendance workshops will provide education about attendance importance and barrier-reduction strategies.
- Students with Disabilities will receive individualized attention through attendance accommodation plans integrated into the Individualized Education Program (“IEP”) process. Coordination with outside service providers will ensure that medical and therapeutic needs are balanced with attendance requirements. Flexible scheduling options for medical appointments will be explored, along with investigation of transportation support alternatives.

Enhanced Family Communication and Engagement

- Communication improvements will include weekly automated attendance reports sent to families, culturally appropriate attendance campaigns developed in partnership with community leaders, and home visits for students with chronic attendance challenges. A

peer family mentorship program will connect families with similar backgrounds to provide support and guidance.

- Family engagement will be strengthened through monthly attendance workshops with childcare provided to ensure accessibility. Transportation support for important school events will be explored to reduce barriers to participation. Attendance recognition and incentive programs will celebrate improvement and success, while family attendance support groups will provide ongoing community for families facing challenges.

School Climate and Engagement Enhancement

- Student engagement will be increased through expansion of the Where Everybody Belongs (“WEB”) program to include attendance mentoring components. A student attendance ambassadors’ program will provide peer support and recognition. Classroom attendance competitions will create positive motivation, while enhanced extracurricular offerings will increase overall school connection and engagement.
- Social-emotional support will be strengthened through targeted social-emotional learning (“SEL”) interventions for students experiencing attendance-related anxiety or school avoidance. Peer mediation programs will address social conflicts that may affect attendance, while mental health screening and support referrals will ensure comprehensive care for students with underlying challenges.

Systematic Data Analysis and Monitoring

- Data systems will be enhanced to include monthly attendance data review by grade level and subgroup, quarterly attendance trend analysis, and real-time dashboard monitoring accessible to all staff. Parent portal integration will enable families to track attendance patterns and receive alerts about concerning trends.
- Accountability measures will include weekly attendance team meetings for case review and planning, monthly reporting to school leadership for strategic oversight, quarterly board reporting for governance accountability, and annual LCAP metric tracking for compliance and improvement planning.

CONCLUSION: Goethe's chronic absenteeism data demonstrates sustained excellence in maintaining high student attendance across all student groups, consistently outperforming both LAUSD and the State by 10-30+ percentage points. The Charter School's achievement of Green and Blue performance levels provides compelling evidence of positive school climate, strong family engagement, combined with a nurturing and welcoming school environment. The low chronic absenteeism rates indicate that Goethe continues to promote an educational environment where students want to attend and families actively participate in their children's education. This strong performance in student engagement, positive school climate, and strong academic performance, overwhelmingly supports a six-year charter renewal based on Dashboard data demonstrating the Charter School's capacity to foster the positive relationships and community partnerships essential for educational success.

Suspension Rate Indicator Dashboard Performance Analysis

EXECUTIVE SUMMARY

Goethe's suspension rate performance presents a nuanced picture requiring balanced analysis for charter renewal consideration. The comprehensive analysis of California School Dashboard Suspension Rate Indicator data from 2019-2024 reveals evolving disciplinary practices with varied performance compared to Los Angeles Unified School District and State.

DASHBOARD PERFORMANCE

Goethe International Charter School's suspension rate data shows a distinct pattern: very low suspension rates (2019-2022) followed by recent increases (2023-2024) that warrant attention. While absolute rates remain relatively low and the Charter School maintains strong performance in other Dashboard indicators, the recent upward trend requires strategic focus on disciplinary practices and school climate initiatives.

Suspension Rate Indicator	2019 Dashboard			2022 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	0% Blue	0.4% Blue	3.4% Yellow	0.2% Very Low	0.3% Very Low	3.1% Medium
EL	0% Blue	0.3% Blue	3.1% Yellow	0% Very Low	0.2% Very Low	3.2% Medium
SED	0% Blue	0.4% Blue	4.3% Yellow	0% Very Low	0.3% Very Low	4% Medium
SWD	0% Blue	0.8% Blue	6.2% Yellow	0% Very Low	0.6% Very Low	5.4% High
African American	0% Blue	1.4% Green	8.8% Orange	0% Very Low	0.8% Very Low	7.9% High
Hispanic	0% Blue	0.3% Blue	3.5% Yellow	0% Very Low	0.2% Very Low	3.3% Medium
White	0% Blue	0.3% Blue	2.9% Yellow	0.6% Low	0.2% Very Low	2.6% Medium
Two or More Races	0% Blue	0.4% Blue	3.3% Yellow	0% Very Low	0.3% Very Low	2.9% Medium

Suspension Rate Indicator	2023 Dashboard			2024 Dashboard		
	Goethe	LAUSD	CA State	Goethe	LAUSD	CA State
All Students	1.0% Yellow	0.4% Blue	3.5% Orange	1.8% Orange	0.4% Blue	3.2% Green
EL	1.5% Orange	0.3% Blue	3.7% Orange	1.6% Yellow	0.3% Blue	3.4% Green
SED	0.8% Yellow	0.4% Blue	4.5% Orange	2.5% Orange	0.4% Blue	4% Green
SWD	0% Blue	0.6% Blue	5.9% Orange	0% Blue	0.7% Blue	5.4% Yellow
African American	4.2% Orange	1% Blue	8.8% Red	2.9% Green	1.1% Green	8.4% Orange
Hispanic	0% Blue	0.3% Blue	3.8% Orange	3.1% Orange	0.4% Blue	3.4% Green
White	0% Blue	0.3% Blue	2.9% Yellow	1.2% Orange	0.3% Blue	2.6% Green
Two or More Races	1.6% Orange	0.5% Blue	3.3% Orange	0% Blue	0.4% Blue	3% Green

Performance Trajectory: 2019-2024

Goethe's suspension rate performance demonstrates a trajectory of early excellence followed by recent increases that reflect broader post-pandemic disciplinary challenges experienced across educational systems:

- **Foundation Excellence (2019):** 0% (Blue) - Exceptional baseline with no student suspensions
- **Continued Excellence (2022):** 0.2% (Very Low) - Maintained near-zero suspension rates
- **Emerging Challenges (2023):** 1.0% (Yellow) - Initial increase in suspension usage
- **Current Status (2024):** 1.8% (Orange) – There was an increase in total student suspensions from four students suspended (prior year) to a total of eight students resulting in an Orange Performance level. GICS describes its plans for improvement below.

In response to the increase in suspensions, the school has implemented the comprehensive approach outlined in the section below on strategies to reduce suspension that focuses on prevention and skill building.

Performance Comparison Timeline:

- **2019:** Goethe 0% (Blue) vs. LAUSD 0.4% (Blue) vs. State 3.4% (Yellow) - Exceptional performance exceeding all comparisons

- **2022:** Goethe 0.2% (Very Low) vs. LAUSD 0.3% (Very Low) vs. State 3.1% (Medium) - Maintained excellence with minimal difference from LAUSD
- **2023:** Goethe 1.0% (Yellow) vs. LAUSD 0.4% (Blue) vs. State 3.5% (Orange) - Increased rates while LAUSD maintained excellence
- **2024:** Goethe 1.8% (Orange) vs. LAUSD 0.4% (Blue) vs. State 3.2% (Green) - Continued increases with performance gaps from LAUSD

This trajectory demonstrates both historical capacity for excellent disciplinary practices and current challenges that require strategic attention to restore earlier effectiveness levels.

The following data compares Suspension Rate performance between Goethe, LAUSD, and the State for the 2019, 2022, 2023, and 2024 Dashboards. The analysis displays suspension rates and performance levels (indicated by colors) as reported on the Dashboard for each numerically significant student group at Goethe.

Student Group Performance Analysis

English Learners:

- **2019:** 0% (Blue) vs. LAUSD 0.3% (Blue) vs. State 3.1% (Yellow) - Exceptional performance
 - **2022:** 0% (Very Low) vs. LAUSD 0.2% (Very Low) vs. State 3.2% (Medium) - Continued excellence
 - **2023:** 1.5% (Orange) vs. LAUSD 0.3% (Blue) vs. State 3.7% (Orange) - Increased rates exceeding LAUSD. Goethe suspended one English learner, resulting in an EL suspension rate of 1.5%. Due to the small English learner enrollment, this single suspension creates a disproportionately high percentage that may not accurately reflect the Charter School's overall disciplinary practices with this population.
 - **2024:** 1.6% (Yellow) vs. LAUSD 0.3% (Blue) vs. State 3.4% (Green) - Continued elevation above LAUSD levels. Goethe suspended one English learner, resulting in an EL suspension rate of 1.6%. Due to the small English learner enrollment, this single suspension creates a disproportionately high percentage that may not accurately reflect the Charter School's overall disciplinary practices with this population.
-

Socioeconomically Disadvantaged Students:

- **2019:** 0% (Blue) vs. LAUSD 0.4% (Blue) vs. State 4.3% (Yellow) - Outstanding performance
- **2022:** 0% (Very Low) vs. LAUSD 0.3% (Very Low) vs. State 4.0% (Medium) - Maintained excellence
- **2023:** 0.8% (Yellow) vs. LAUSD 0.4% (Blue) vs. State 4.5% (Orange) - Modest increase above LAUSD. Goethe suspended one student identified as SED, resulting in a suspension rate of 0.8%.

- **2024:** 2.5% (Orange) vs. LAUSD 0.4% (Blue) vs. State 4.0% (Green). Goethe suspended three students identified as SED, resulting in a suspension rate of 2.5%. Due to the small SED enrollment, the suspension rate creates a disproportionately high percentage that may not accurately reflect the Charter School's overall disciplinary practices with this population.
-

Students with Disabilities:

- **2019:** 0% (Blue) vs. LAUSD 0.8% (Blue) vs. State 6.2% (Yellow) - Exceptional inclusive practices
- **2022:** 0% (Very Low) vs. LAUSD 0.6% (Very Low) vs. State 5.4% (High) - Continued excellence
- **2023:** 0% (Blue) vs. LAUSD 0.6% (Blue) vs. State 5.9% (Orange) - Sustained zero suspensions
- **2024:** 0% (Blue) vs. LAUSD 0.7% (Blue) vs. State 5.4% (Yellow) - Maintained exceptional performance

Students with Disabilities represent a continued area of excellence, demonstrating sustained inclusive disciplinary practices.

African American Students:

- **2019:** 0% (Blue) vs. LAUSD 1.4% (Green) vs. State 8.8% (Orange) - Outstanding equity achievement
- **2022:** 0% (Very Low) vs. LAUSD 0.8% (Very Low) vs. State 7.9% (High) - Continued excellence
- **2023:** 4.2% (Orange) vs. LAUSD 1.0% (Blue) vs. State 8.8% (Red) - Significant increase but below state
- **2024:** 2.9% (Green) vs. LAUSD 1.1% (Green) vs. State 8.4% (Orange) - Improvement from 2023 but above LAUSD

African American student suspension rates show volatility with recent improvements but remain an area requiring focused attention.

Hispanic Students:

- **2019:** 0% (Blue) vs. LAUSD 0.3% (Blue) vs. State 3.5% (Yellow) - Exceptional performance
- **2022:** 0% (Very Low) vs. LAUSD 0.2% (Very Low) vs. State 3.3% (Medium) - Maintained excellence
- **2023:** 0% (Blue) vs. LAUSD 0.3% (Blue) vs. State 3.8% (Orange) - Sustained zero suspensions

- **2024:** 3.1% (Orange) vs. LAUSD 0.4% (Blue) vs. State 3.4% (Green) - Sharp increase requiring immediate attention. Goethe suspended four Hispanic students, resulting in a suspension rate of 3.1%. Due to the small Hispanic enrollment, the suspension rate creates a disproportionately high percentage that may not accurately reflect the Charter School's overall disciplinary practices with this population.

White Students:

- **2019:** 0% (Blue) vs. LAUSD 0.3% (Blue) vs. State 2.9% (Yellow) - Excellent baseline
- **2022:** 0.6% (Low) vs. LAUSD 0.2% (Very Low) vs. State 2.6% (Medium) - Modest increase
- **2023:** 0% (Blue) vs. LAUSD 0.3% (Blue) vs. State 2.9% (Yellow) - Return to excellence
- **2024:** 1.2% (Orange) vs. LAUSD 0.3% (Blue) vs. State 2.6% (Green) - Increased rates above LAUSD

White student suspension rates show variability with recent increases beyond LAUSD.

Two or More Races:

- **2019:** 0% (Blue) vs. LAUSD 0.4% (Blue) vs. State 3.3% (Yellow) - Exceptional performance
- **2022:** 0% (Very Low) vs. LAUSD 0.3% (Very Low) vs. State 2.9% (Medium) - Continued excellence
- **2023:** 1.6% (Orange) vs. LAUSD 0.5% (Blue) vs. State 3.3% (Orange) - Temporary increase
- **2024:** 0% (Blue) vs. LAUSD 0.4% (Blue) vs. State 3.0% (Green) - Return to zero suspensions

Two or More Races students demonstrate the Charter School's continued capacity for excellent disciplinary practices with recent return to zero suspensions.

Strategies in the 2025-26 School Year to Reduce Suspension Rates

2025-26 Action Plan: outlined in the 2025-26 LCAP

Goethe International Charter School recognizes that students' social-emotional well-being is fundamental to their academic success and overall development. The Charter School has implemented a comprehensive approach to support students' behavioral and mental health needs across all grade levels. The Charter School's strategy integrates three key components: Positive Behavioral Interventions and Supports ("PBIS"), schoolwide restorative practices, and structured SEL curriculum. This approach emphasizes prevention and skill-building.

- **Staffing and Support Structure:** GICS has contracted with a Social-Emotional Learning (SEL) consultant to support students' social-emotional development through individual, small-group, and classroom-based services for staff, students, and families. The Charter School has also established a dedicated counselor position to provide Tier 2 and Tier 3

interventions for middle school students, while ensuring access to mental health support for elementary students. The Charter School counselor collaborates with the SEL consultant and both the elementary and middle school principals to provide coordinated social-emotional and behavioral supports. This multi-tiered system of support ensures that all students receive interventions aligned to their individual needs.

- **Professional Development and Staff Capacity Building:** GICS will provide comprehensive professional development for all staff focusing on effective classroom management strategies. This training will equip educators with evidence-based approaches to address both student behavioral challenges and academic obstacles, creating more supportive learning environments across all classrooms. GICS will also provide comprehensive professional development for staff in active student behavior monitoring as well as conflict resolution in an attempt to avoid escalations of conflicts.

Clear Expectations and Culture Building

All students participate in an annual assembly focused on behavioral expectations and schoolwide norms, ensuring consistent understanding across all grade levels. Additionally, teachers teach and review behavioral expectations daily in the first two weeks of school and as necessary throughout the school year. The first two weeks of each school year feature daily SEL lessons specifically designed to establish a positive and supportive school culture from the outset.

Advisory Program (Middle School): Weekly Advisory classes provide structured opportunities for social-emotional skill development and community building across all grade levels, creating consistent touchpoints for relationship-building and skill reinforcement.

Curriculum Implementation

Elementary Grades (K-5)

- Primary Curriculum: Caring School Community (TK-5)
- Delivery: Core classroom teachers provide integrated instruction
- Additional Support: **Assistant Social Worker REPLACE WITH:** The SEL consultant provides specialized SEL lessons through classroom push-in support, ensuring both integrated and targeted social-emotional instruction

Middle School Grades (6-8)

- Primary Curricula: Be Good People program and Sanford Harmony, specifically designed for adolescent developmental needs
- Digital Citizenship: Common Sense Media curriculum (grades 6-8) addresses online behavior and digital responsibility
- Delivery Method: Existing middle school staff provide instruction as part of the Charter School's transition to departmentalization, with SEL delivered by teachers who also work with students in core subjects or exploratory courses to strengthen relationships

Expected Outcomes

This multi-faceted approach targets the root causes of behavioral challenges by building students' social-emotional competencies, establishing clear behavioral expectations, and creating supportive school-wide systems. By emphasizing skill development, relationship building, and restorative rather than punitive practices, the Charter School aims to significantly reduce suspension rates while improving overall school culture and student engagement.

Goethe International Charter School's demonstrated historical capacity for zero or near-zero suspension rates, continued excellence with specific populations, and generally below-state performance levels indicate institutional ability to restore effective disciplinary practices. The Charter School's commitment to addressing these challenges through enhanced training, restorative practices, and culturally responsive discipline approaches will be essential for maintaining alignment with its educational mission and charter obligations.

Goethe's Local Indicators

LOCAL INDICATORS

Goethe International Charter School received a “standard met” for all local indicators as reported on the 2019, 2022, 2023 and 2024 Dashboards (as evidenced in the following charts). The California Department of Education suspended the 2020 and 2021 CA School Dashboard due to the Covid pandemic.

The following are screenshots of Goethe's performance on the Dashboard and Local Indicator status for the 2019, 2022, 2023 and 2024 [CA School Dashboard](#).



Goethe International Charter

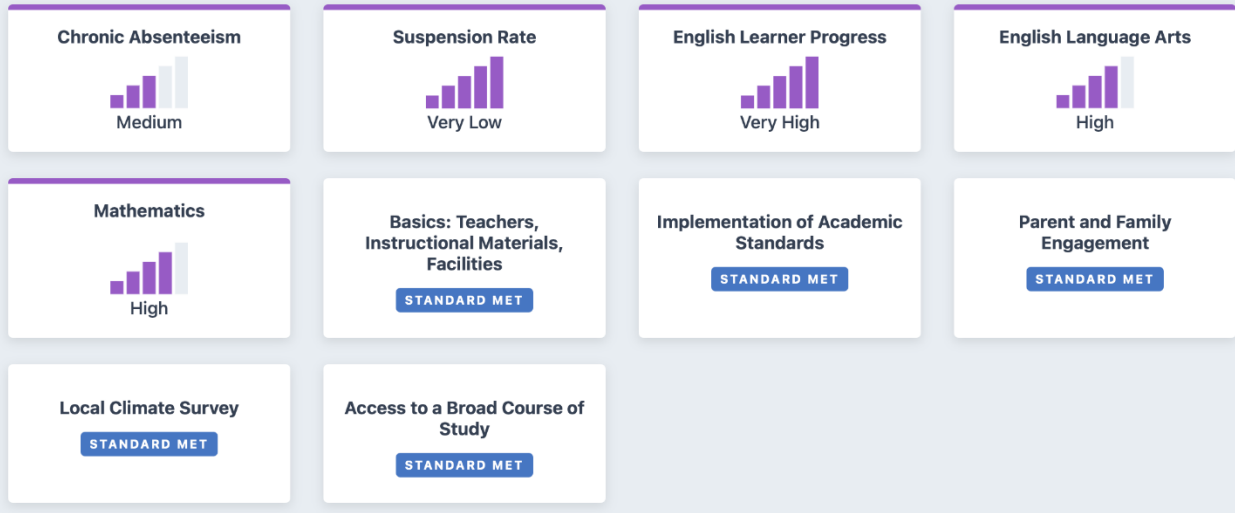
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Explore the performance of Goethe International Charter under California's Accountability System.


2022 

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



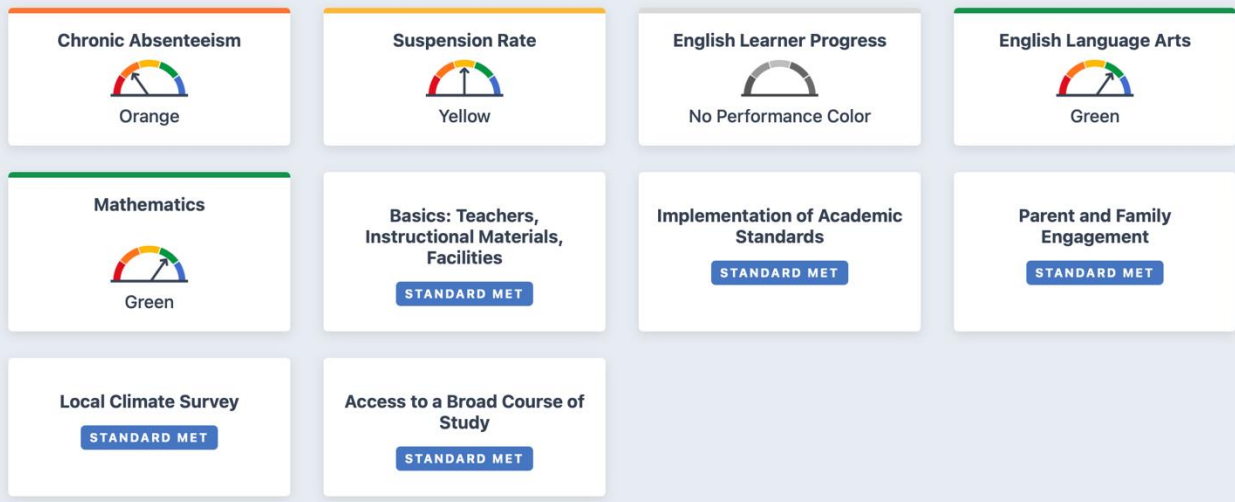
Goethe International Charter

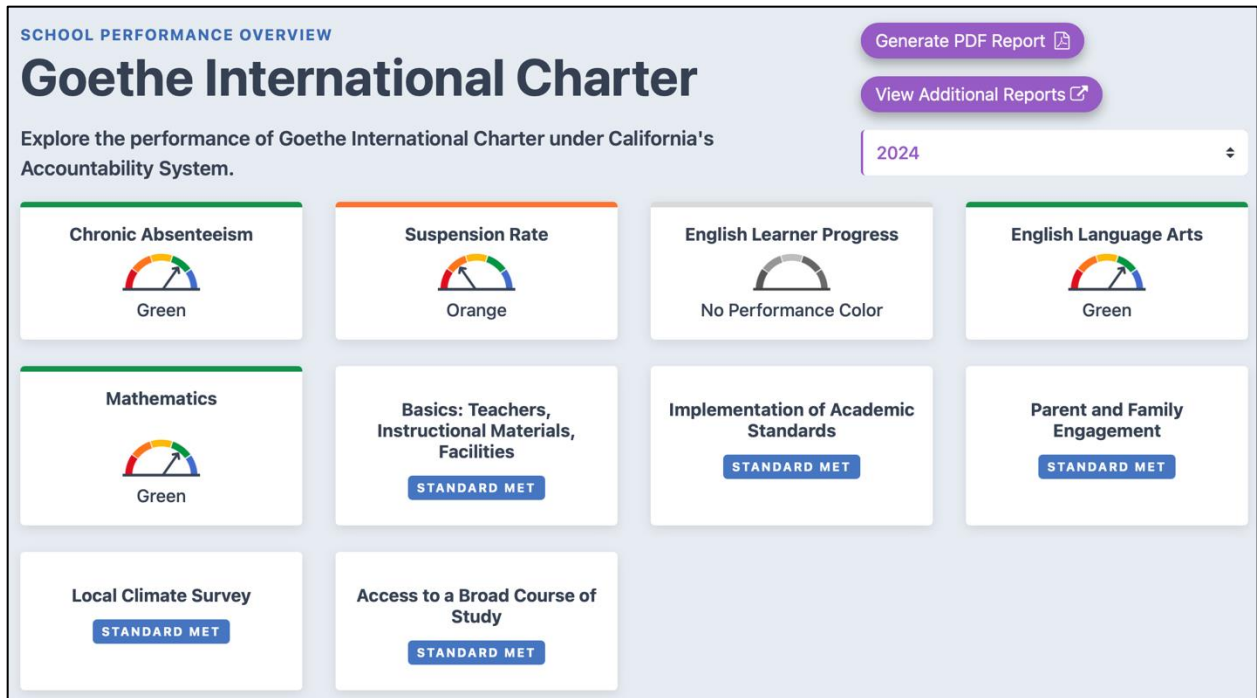
Generate PDF Report 

View Additional Reports 

Explore the performance of Goethe International Charter under California's Accountability System.

2023 





Goethe International Charter School respectfully requests a six-year renewal of its charter petition pursuant to Education Code Section 47607(c)(2)(E). As clearly demonstrated by the evidence in this section, Goethe International Charter Schools meets the renewal criteria for a “high tier” charter school and should be granted a renewal term of six (6) years from July 1, 2026, to June 30, 2032.

Goals and Philosophy

Vision Statement

To cultivate a community of compassionate, globally-minded, and lifelong learners who contribute to a more peaceful and interconnected world.

Mission Statement

Goethe International Charter School is committed to providing a high-quality, internationally-focused education that develops the whole child. We serve a diverse and multilingual student body by fostering academic rigor through the IB framework, promoting inquiry-based learning, and nurturing intercultural understanding and bi-literacy. We strive to ensure every student, regardless of background, has the opportunity to reach their full potential and become a principled, knowledgeable, and caring global citizen.

Characteristics of an Educated Person

Goethe International Charter School defines the 21st-century educated person as a multifaceted individual who has developed a range of personal attributes in addition to academic skills. This vision is deeply rooted in the IB Learner Profile, which serves as the core framework for student development. The educated person is someone who is a committed, self-motivated, competent, and lifelong learner, possessing the skills and disposition to continually seek knowledge and understanding.

More specifically, the educated person is:

- **Inquirers:** They are innately curious and possess a love for learning that is sustained throughout their lives. They are independent in their research and actively seek new knowledge.
- **Knowledgeable:** They explore concepts and issues of local and global significance, gaining a depth of knowledge across a broad range of disciplines.
- **Thinkers:** They apply critical and creative thinking skills to solve complex problems and make sound, ethical decisions.
- **Communicators:** They express themselves confidently and creatively in multiple languages and are skilled in collaborating effectively with others.
- **Principled:** They act with integrity, honesty, and a strong sense of fairness and justice, taking responsibility for their actions.
- **Open-minded:** They are open to the perspectives and traditions of other individuals and communities, and they appreciate their own culture and personal history.
- **Caring:** They show empathy, compassion, and respect for the needs and feelings of others, with a commitment to making a positive difference in the world through service.
- **Balanced:** They understand the importance of intellectual, physical, and emotional well-being to achieve personal harmony and lead a fulfilling life.
- **Risk-takers:** They approach new situations with courage and forethought, unafraid to explore new ideas and defend their beliefs.
- **Reflective:** They thoughtfully consider their own learning and experiences and are able to assess their strengths and limitations to support their ongoing growth.

At GICS, learning is not a passive activity but an active, inquiry-based process where students are at the center of their own education. The Charter School's pedagogical approach emphasizes that learning best occurs when it is:

- **Inquiry-based and Interdisciplinary:** The curriculum is structured around an interdisciplinary framework that allows students to make meaningful connections across subject areas. This approach requires students to integrate skills from reading, writing, math, science, and art. This ensures that knowledge is not fragmented but viewed as an interrelated whole, preparing students for the complex, multifaceted problems of the real world. The Charter School believes this approach better prepares students for the demanding written tasks on state assessments, which require analysis and synthesis of information.

- **Student-Centered and Self-Directed:** The teacher’s role is that of a facilitator and supporter of learning, guiding students and challenging them through whole-class discussions rather than traditional lecturing. This empowers students to take ownership of their education, following a cycle of inquiry, action, and reflection. The objective is to foster self-motivation and lifelong learning by giving students the tools to learn on their own and to transfer their knowledge to new situations.
- **Collaborative and Reflective:** The learning process is not just about individual achievement but also about working with others. Students are encouraged to collaborate and engage in thoughtful reflection on their own progress. The Charter School's emphasis on reflection allows students to understand their own strengths and limitations. This is a crucial element in fostering their capacity for continuous personal and academic growth.
- **Relevant and Contextualized:** The program prioritizes engagement with real-world topics and problems, ensuring that the content is meaningful and relevant to students' lives. This includes the annual Exhibition event for 5th graders, where students inquire into a real-world issue and take action to help solve a problem they have researched. This culminates in presentations that demonstrate their ability to apply knowledge to make a positive impact, embodying the principle that learning is a means to take meaningful action. In grade 8, students participate in the Middle Years Programme (“MYP”) Community Project which serves as a culminating experience that emphasizes service as action. In this project, students select a real need—within the Charter School community or beyond—and take steps to address it. Their work is framed through at least one IB Global Context: Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, or Fairness and Development.
- **Enhanced by Technology:** GICS integrates technology as a tool to enhance the learning process. It is used to provide opportunities for feedback and student revision, enabling teachers to offer timely guidance and for students to refine their work, which is a key skill for the 21st century. Technology also facilitates communication and engagement with parents, strengthening the school-home partnership.

Requirements of Education Code Section 47605(c)(5)(A)(ii), including a description of Goethe International Charter School’s annual goals for all students, and each numerically significant student group addressing the eight (8) State Priorities, and local priorities and a description of the specific annual actions the Charter School will implement to achieve each of the identified goals.

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #1

Continue to build a cohesive and thriving International Baccalaureate and dual-immersion program that integrates an infrastructure for ongoing analysis and monitoring of local and state data including student achievement data used to measure program effectiveness and seamlessly provide integrated student supports to ensure equitable services for all students that supports academic excellence schoolwide.

Related State Priorities:		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8
<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
Local Priorities:		
<input checked="" type="checkbox"/> : Priority 7		
<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

GICS will administer multiple types of assessments to monitor student academic progress, identify individual strengths and areas for growth, inform instructional modifications, provide targeted academic interventions, and ensure continuous academic challenge for each student. They include:

- State-mandated assessments
- Academic Universal screeners
- World language proficiency
- Reading & Math assessments

To accelerate learning and address achievement gaps, Goethe will implement a comprehensive MTSS that includes:

Tiered Intervention Support

- At the elementary level (TK-5), Instructional Aids provide Tier 1 intervention support for students experiencing challenges in English Language Arts and Mathematics within lower elementary classrooms (TK-1st grade). Intervention will be provided using pull-out and push-in support services to meet diverse student needs across elementary grades.
- The middle school program (6-8) is undergoing systematic transformation to enhance academic rigor and specialization. This includes restructuring toward Single Subject Credentialed teachers, transitioning from Multiple Subject Credentialed positions to ensure highly specialized instructional expertise in core academic areas.
- To challenge high-achieving students, the Charter School has implemented an accelerated Mathematics track starting in 6th grade.

Evidence-Based Digital Learning Platforms

- During the instructional day, students access supplemental online platforms designed to accelerate learning. The i-Ready Learning Platform serves as a comprehensive assessment and personalized instruction system for grades K-8, while the Really Great Reading Program provides targeted literacy intervention and enrichment for students in grades TK-5.

Expanded Learning Opportunities

- Afterschool programming provides academic and social enrichment opportunities that extend the learning day beyond regular school hours. Intersession Camps, funded through the ELOP grant, offers 30 additional instructional days beyond the regular school calendar for students in grades TK-8. These camps include comprehensive support addressing academic, physical, and emotional student needs through academic reinforcement and acceleration, physical education (“PE”) and wellness activities, and social-emotional learning development.
- Summer programming will provide extended academic and enrichment opportunities during summer months, ensuring continued learning momentum and preventing summer learning loss across all grade levels.

Implementation Goals: This multi-faceted approach ensures that every student receives appropriate academic challenge and support, while systematically addressing learning gaps and accelerating progress toward grade-level proficiency and advanced achievement.

Attendance Support and Family Engagement: The leadership team monitors daily attendance through comprehensive reporting systems and utilizes the Unified Insights portal to track attendance patterns, absences, and potential truancy concerns. Our team will maintain ongoing communication with families and students about the critical importance of daily attendance to continue to reduce chronic absenteeism rates. Recognizing the diverse linguistic needs of the Charter School community, interpreter services will be utilized to communicate with Spanish-speaking families about attendance expectations and to identify and address barriers to regular school attendance. All correspondence sent to families will be translated into Spanish to ensure effective communication.

Universal SEL Screener and Data-Driven Support: Panorama surveys are used as our universal SEL screener, providing comprehensive assessment of school climate, student connectedness, and individual social-emotional learning needs. This research-based platform, recognized as evidence-based by the Every Student Succeeds Act (“ESSA”), integrates social-emotional learning assessment with MTSS and response to intervention frameworks. The surveys provide school leaders with visual dashboard reporting that enables data interpretation and immediate action to improve student outcomes. Additionally, Panorama surveys are utilized to assess and support educator and staff well-being and social-emotional capacity, ensuring that the adults in the Charter School community are equipped to effectively support student needs.

Expected Annual Measurable Outcomes

Outcome #1: Annually increase ELA CAASPP Scale Scores as reported on the Dashboard.

For Year 6 (2031-32): +2-point annual growth

Metric/Method for Measuring:

Metric: ELA CAASPP Academic Indicator

Measurement: DFS

Source: CA School Dashboard

*** Currently, student group is not numerically significant**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	+32.3	+34	+35	+36	+37	+38
English Learner Students	-8.1	-5	-2	+1	+4	+7
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-23.4	-20	-17	-14	-11	-8
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	+4.5	+6	+8	+10	+12	+14
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-8.2	-5	-2	+1	+4	+7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	+54.8	+55	>+55	>+55	>+55	>+55
White Students	+73.8	>+70	>+70	>+70	>+70	>+70

Outcome #2: Annually increase all students' Math CAASPP.

For Year 6 (2031-32): +1-point annual growth

Metric/Method for Measuring:

Metric: Math CAASPP Academic Indicator

Measurement: DFS

Source: CA School Dashboard

*** Currently, student group is not numerically significant.**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	+16	+18	+19	+20	+21	+22
English Learner Students	+0.6	+2	+3	+4	+5	+6
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-38.4	-35	-32	-29	-26	-23
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	-19	-16	-13	-10	-7	-4
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic Students	-28.4	-25	-22	-19	-16	-13
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	+43.4	+44	+45	>+45	>+45	>+45
White Students	+57.6	>+50	>+50	>+50	>+50	>+50

Outcome #3: Increase students’ mastery of Next Generation Science Standards (“NGSS”) as measured by the California Science Test (“CAST”)

For Year 6 (2031-32): +0.5-point annual growth

Metric/Method for Measuring:

Metric: CAST (Grades 5 and 8) Academic Indicator

Measurement: Points from Standard

Source: CA School Dashboard

*** Currently, student group is not numerically significant**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	+0.8	+1	+1.5	+2	+2.5	+3
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Increase the percentage of English Learners who made progress towards English Language Proficiency.

For Year 6 (2031-32): Maintain >65%

Metric/Method for Measuring:

Metric: ELPI

Measurement: Percentage of EL who made progress towards English Language Proficiency via ELPAC.

Source: CA School Dashboard

*** This metric does not apply to this student group**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	65.6%	>65%	>65%	>65%	>65%	>65%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Maintain reclassification rates >30%
 For Year 6 (2031-32): Maintain >30%

Metric/Method for Measuring:

Metric: Annual Reclassification Rate

Source: CALPADS

*** This metric does not apply to this student group**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	42.9%	>30%	>30%	>30%	>30%	>30%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Maintain Average Daily (“ADA”) Attendance Rate >95%
 For Year 6 (2031-32): Maintain >95%

Metric/Method for Measuring:

Metric: ADA

Source: CALPADS

* student group is not reported for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	95.9%	>95%	>95%	>95%	>95%	>95%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Annually reduce Chronic Absenteeism Rates

For Year 6 (2031-32):

For All Students, African American & Two or More Races: Maintain <5% annually

For EL, SED, SWD, Hispanic: Reduce by 1% annually

For White: Maintain <2% annually

Metric/Method for Measuring:

Metric: Chronic Absenteeism Rate

Source: CA School Dashboard

* Currently, student group is not numerically significant

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	7.6%	6%	5%	<5%	<5%	<5%
English Learner Students	12.9%	11%	10%	9%	8%	7%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	19%	18%	17%	16%	15%	14%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	11.8%	11%	10%	9%	8%	7%
African American Students	10.4%	9%	8%	6%	5%	<5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	15.2%	14%	13%	12%	11%	10%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	6.5%	6%	5%	<5%	<5%	<5%
White Students	1.8%	<2%	<2%	<2%	<2%	<2%

Outcome #8: Maintain Middle School Dropout Rate <1%.

For Year 6 (2031-32): Maintain <1%

Metric/Method for Measuring:

Annual Middle School Dropout rate

Source: CALPADS

*** Currently, student group is not numerically significant**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #9: Maintain Suspension Rates <2%
 For Year 6 (2031-32): Maintain <2% (all students, all numerically significant student groups)

Metric/Method for Measuring:

Metric: Suspension Rate

Source: CA School Dashboard

*** Currently, student group is not numerically significant**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	1.8%	<2%	<2%	<2%	<2%	<2%
English Learner Students	1.6%	<2%	<2%	<2%	<2%	<2%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	2.5%	<2%	<2%	<2%	<2%	<2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	2.9%	2.5%	<2.5%	<2.5%	<2.5%	<2.5%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	3.1%	2.5%	<2.5%	<2.5%	<2.5%	<2.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	1.2%	<2%	<2%	<2%	<2%	<2%
White	0%	<2%	<2%	<2%	<2%	<2%

Outcome #10: Maintain Expulsion Rates <1%

For Year 6 (2031-32): Maintain <1%

Metric/Method for Measuring:

Metric: Expulsion Rate

Source: Dataquest report

*** Currently, student group is not numerically significant**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Long-Term English Learner Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0%	<1%	<1%	<1%	<1%	<1%
White	0%	<1%	<1%	<1%	<1%	<1%

Outcome #11: Ensure all students are participating in a broad course of study

For Year 6 (2031-32): 100% of all students

Metric/Method for Measuring:

Metric: Percentage of students participating in an elective or enrichment course.

Source: CALPADS, and Master Schedule

*** student group is not reported for this indicator.**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #12: Increase the percentage of students participating in all five components of the Physical Fitness Test

For Year 6 (2031-32): 100%

Metric/Method for Measuring:

Metric: Participation rate – Grades 5 and 7 (all five components)

Source: Student Accountability Report Card (“SARC”)

*** student group is not reported for this indicator.**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #2

Provide educators and instructional support staff with robust professional learning opportunities to include the Common Core State Standards (“CCSS”), the NGSS, History-Social Science Framework, ELD Standards, the remaining State Content Standards (collectively referred to herein as “State Standards”) and in alignment with IB Programme standards that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input checked="" type="checkbox"/> : Priority 1		
<input checked="" type="checkbox"/> : Priority 2		

Specific Annual Actions to Achieve Goal

GICS recognizes that exceptional educational outcomes depend on strong leadership and well qualified instructional staff. Goethe is committed to recruiting, developing, and retaining educators who can deliver the rigorous, internationally focused academic program that defines the Charter School’s educational experience.

Teacher Recruitment and Retention: To continuously increase the percentage of appropriately credentialed teachers and maintain high-quality instruction, Goethe will implement strategic recruitment initiatives throughout the academic year. The Charter School actively participates in teacher recruitment fairs and initiates the application process earlier in the year to access the strongest candidate pool before other districts begin their hiring processes. This proactive approach to recruitment ensures that the Charter School can attract and hire well qualified educators who are committed to the Charter School's international mission and educational excellence.

Comprehensive Professional Development Program: Goethe is committed to the ongoing professional growth of all educators through a comprehensive professional development program that supports both new and experienced teachers. All teachers participate in intensive Summer Professional Development, to ensure thorough orientation to the Charter School's programs and expectations. Throughout the school year, teachers engage in continuous learning through *ongoing* professional learning opportunities. Weekly professional development sessions during the school year provide ongoing support, collaboration time, and skill-building opportunities that directly enhance classroom instruction and student outcomes.

Commitment to Educational Excellence: This comprehensive approach to staffing and professional development ensures that Goethe maintains the high-quality educational program that students and families expect. By investing in strong leadership, qualified teachers, extended learning time, and continuous professional growth, the Charter School creates an environment where both educators and students can achieve their highest potential.

Expected Annual Measurable Outcomes

Outcome #1: Annually increase the percentage of teachers that are appropriately credentialed and assigned.

For Year 6 (2031-32): >90%

Metric/Method for Measuring:

Metric: Annual Teacher Assignment Monitoring Outcome

Source: CDE, Local Priority 1

*** student group is not reported for this indicator.**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	72.1%	90%	>90%	>90%	>90%	>90%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Goethe will ensure all students have access to standards aligned materials.

For Year 6 (2031-32): 100%

Metric/Method for Measuring:

Method for Measuring: Curriculum/Textbook inventory

Source: SARC

*** student group is not reported for this indicator**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Implementation of the State Standards – for all students and enable ELs access.

For Year 6 (2031-32): Rating of 5

Metric/Method for Measuring:

- Priority 2: Local Indicators Self-reflection tool as reported on the Dashboard
- Classroom observations

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

*** student group is not reported for this indicator**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	4	4	5	5	5	5
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #3

Continue to engage parents as partners through education, communication, and collaboration that fosters a positive, nurturing, and inclusive school environment. Continue our commitment to shared decision-making and participatory practices.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- : Priority 1
- : Priority 3
- : Priority 6

Specific Annual Actions to Achieve Goal

Goethe International Charter School is committed to creating a vibrant, inclusive, and safe learning environment where all students feel connected, engaged, and supported in their academic and personal growth. The Charter School's comprehensive approach to school climate encompasses engaging learning experiences, targeted student activities, robust safety protocols, and wellness support systems.

Goethe International Charter School will:

- Provide targeted activities designed to increase connection to school and build positive peer relationships.
- Support the critical transition to middle school, GICS hosts two dedicated events exclusively for sixth grade students, creating opportunities for community building and peer connection outside the classroom environment. These events are organized and facilitated by WEB leaders, who serve as positive role models and mentors for incoming middle school students.
- Maintain a proactive approach to campus safety through systematic planning, regular review, and professional oversight. The Charter School's Safety Committee meets monthly throughout the year to review and evaluate current safety practices and protocols, ensuring that procedures remain current and effective.
- Offer comprehensive middle school sports programs that promote physical fitness, teamwork, and school pride through competitive athletics. The sports program includes Track, Flag Football, Volleyball, Soccer, and Cross Country, providing diverse opportunities for student participation based on individual interests and abilities.
- Maintain the Parent Advisory Committee ("PAC"), which serves as the primary forum for parent input on the LCAP and Title Funding. This committee includes parents representing Unduplicated Pupils ("UP") and Students with Disabilities, ensuring that the voices of all student populations are included in advisory discussions and recommendations.
- When applicable, the Charter School will establish English Learner Advisory Committee ("ELAC"). The ELAC provides specialized input on programs and services for English Learners, ensuring that families of students developing English proficiency have meaningful

opportunities to participate in decisions affecting their children's education including input and feedback with the annual update and development of the Charter School's LCAP as part of the consultation process with educational partners.

Integrated Approach to School Climate: These comprehensive programs work together to create a positive school climate where students feel safe, engaged, and connected to their school community. By combining academic support, cultural celebration, safety protocols, wellness initiatives, and athletic opportunities, Goethe ensures that all students have multiple pathways to engagement and success within the Charter School environment.

Expected Annual Measurable Outcomes

Outcome #1: Maintain clean & safe facilities as measured by an overall score of “Good” on the Facilities Inspection Tool (“FIT”).

For Year 6 (2031-32): Good

Metric/Method for Measuring:

Metric: Annual FIT Score: Good

Source: FIT Report

“N/A” - student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Encourage parent input in decision-making including families representing UP and SWD. (Rating: 5)

For Year 6 (2031-32): Rating of 5.

Metric/Method for Measuring:

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 9-12) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

“N/A”- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	5	5	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Increase and solicit parent participation in programs at the Charter School, including families representing Unduplicated Pupils and Students with Disabilities. (Rating: 5)
 For Year 6 (2031-32): Rating of 5.

Metric/Method for Measuring:

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 1-4) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

“N/A”- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	5	5	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A

Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #4: Annually increase overall percentage of elementary school students who feel a sense of safety and school connectedness.

For Year 6 (2031-32): Maintain >75% Both

Metric/Method for Measuring:

Metric: Annual student survey reporting of the % Sense of safety; and % School connectedness.

Source: Panorama Survey

*** student group is not reported for this indicator**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	67%/66%	70% Both	72% Both	74% Both	>75% Both	>75% Both
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Continue to increase overall percentage of middle school students who feel a sense of safety and school connectedness. (Goal >70%)

For Year 6 (2031-32): Maintain >75% Both

Metric/Method for Measuring:

Metric: Annual student survey reporting of the % Sense of safety; and % school connectedness.

Source: Panorama Survey

*** student group is not reported for this indicator**

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	63%/44%	65%/50%	70%/55%	75%/60%	75%/65%	75%/75%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Increase percentage of parents who feel a sense of safety and school connectedness. (Goal >85%)

For Year 6 (2031-32): >85%

Metric/Method for Measuring:

Metric: Annual parent survey

Source: Panorama Survey

“N/A”- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	84%/85%	>85%	>85%	>85%	>85%	>85%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #7: Increase the percentage of staff who feel a sense of safety and school connectedness (Goal >80%)

For Year 6 (2031-32): >80%

Metric/Method for Measuring:

Metric: Annual staff survey

Source: Panorama Survey

“N/A”- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	76%/90%	>80%	>80%	>80%	>80%	>80%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Instructional Design

Innovative Components and Key Features

GICS operates three distinctive innovative programs; the International Baccalaureate Programme, the German Language Immersion (“GLI”) program, and the German / Spanish Language Acquisition (“GLA”)/ (“SLA”) Programs. Throughout all of these programs, GICS also provides Social-Emotional Learning as well as Specials and Exploratory Classes.

International Baccalaureate

GICS achieved authorization as an IB World School in 2014 for the Primary Years Programme (“PYP”) in the elementary grades (TK-5). The IB PYP is premised on academic rigor as students make connections with the real world and become critical and reflective thinkers. The IB PYP incorporates interdisciplinary, inquiry based instruction in which the concept of the whole child includes the physical, intellectual, social and emotional development of the student.

GICS’ IB PYP received the Gold Ribbon Award in 2016 by the California Department of Education as a distinguishing practice and the Charter School was re-authorized by IB in the fall of 2018 after a year-long self-study.

In addition to subject-area specific assessments (reading benchmark assessments, writing prompts, math topic tests), students are assessed at the end of each of the six PYP Units of Inquiry (“UoI”) for understanding of unit concepts as well as approaches to learning skills. IB PYP summative assessments take a variety of forms that both develop 21st century skills as well as offer a range of real-world tasks such as group projects, presentations, written essays, videos, etc.

GICS’ MYP began in 2019. The MYP is the guiding framework for grades 6 through 8 enabling GICS to maintain its commitment to the International Baccalaureate philosophy of teaching and learning through middle school. In the MYP, holistic, hands-on learning and real-world relevance continue to be the hallmarks of IB education. Learning and teaching in grades 6 through 8 become more disciplinary as students explore 8 distinct subject areas in more depth; Language and Literature (English Language Arts), Language Acquisition (Spanish or German), Individuals and Societies (Social Studies), Physical and Health Education, Sciences, Mathematics, Design (Digital and Product), and Arts (Visual and Performance). The MYP values real-world problem solving in which multiple disciplines are required and includes collaboratively planned interdisciplinary units in each year.

Lessons are student-centered and student-driven; they begin with inquiry (asking questions), lead to action (doing), and result in reflection (thinking about what has been discovered).

Three Fundamental Concepts Drive Teaching and Learning in the MYP:

- **Holistic Learning** - the curriculum meets the needs of the whole person and emphasizes links between academic subjects and real-world issues so that students view knowledge as an interrelated whole.
- **Intercultural Awareness** - the curriculum and school community encourage and promote international-mindedness by having students engage with and explore other

cultures, consider issues from multiple perspectives, and build understanding and respect.

- **Communication** - students engage in open and effective communication across subject areas, as it contributes to understanding, allows for unique expression and reflection, and is an important 21st century skill.

German Language Immersion Program

All GICS students in grades TK-2 are enrolled in the GLI program. The GLI provides grade level content instruction in German in accordance with the State Standards as well as established IB PYP curricular approaches. For students in grades 3-5 who demonstrate a level of German proficiency necessary to access grade level PYP curriculum and State Standards appropriately, GLI programming provides grade level IB PYP instruction in German.

The GLI program is a dual language program following a 50/50 model in TK-2nd grade, where students access standards-based core content instruction in English for half of their instructional time, and in German for the other half. Beginning in Grade 3 and continuing through Grade 5, the model shifts to a 70/30 structure—70% English and 30% German.

The articulated GLI curriculum in place at GICS has been reviewed, refined, and revised over the course of each school year in an inclusive process. A team-generated GLI curriculum has been an ongoing key activity in the professional development of the GLI teachers and will continue to be the focus of their work in the following school years.

The dual-language program provides a strong basis for bilingualism, bi-literacy, academic achievement and cross-cultural understanding.

Students' German language proficiency is assessed each year through grade-level assessments developed by GICS teachers and in the upper grades, students are also assessed using the Deutsches Sprachdiplom I ("DSD I"). The DSD I A1 is administered to third grade GLI students and the DSD I A2 is administered to fifth grade GLI students. In the fall of 2021, GICS also received authorization to administer the DSD B1 to middle school students.

German Language Acquisition Program

The GLA program, established in 2016, was designed to meet the needs of students who enter GICS in later grades with little or no previous schooling in German. The GLA program is also designed to make the core curriculum more accessible to students who struggle with instruction delivered in German by increasing the amount of English core curriculum instruction they receive. GLA programming is offered to students in grades 3-5 as an alternative to participation in the GLI program. German lessons in the GLA classroom focus on the development of oral language skills, basic vocabulary, and key grammatical structures.

The GLA program provides differentiated educational services so that all GICS students, regardless of individual backgrounds and academic levels, have the opportunity to work toward program goals of attaining bilingualism and bi-literacy, high levels of academic achievement and global citizenship skills.

In addition to the German-language assessments developed by GICS teachers, students German-language proficiency in the GLA program is assessed in fifth grade using the DSD I A1

Specials & Exploratory Classes

As an IB school, GICS values supporting the whole child in their educational growth and development. To support this, GICS provides Specials Classes in the elementary program and Exploratory Classes in the middle school program. Elementary Specials Classes include Spanish, PE and Visual Arts; Middle School classes include Language Acquisition (German or Spanish), and Exploratory Classes including PE, Visual Art, Performing Art, and Design.

- **3rd-5th Spanish Language Classes** begin in third grade. This instruction allows the students to broaden their multi-cultural and multi-linguistic understanding. Students are not only introduced to the Spanish language, but also learn its linguistic background. Students are also exposed to the culture of Spanish-speaking countries with respect to history, traditions and the arts.
- **6th-8th Language Acquisition Classes** provide students with the opportunity to choose either Spanish or German as their second language of instruction. Students are placed in a phase at their current instructional level. As in elementary school, these language classes allow students to broaden their multi-cultural and multi-linguistic understanding. These classes provide the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.
- **TK-8th Physical Education** teaches students how their bodies move and how to perform a variety of physical activities. PE provides learning experiences that meet the developmental needs of students. The PE program is standards based and provides an excellent opportunity to ensure that students develop positive social skills, cooperate with others, and accept responsibility for their own actions.

Students in grades one through grade six are provided with physical education instruction of not less than 200 minutes each ten school days. Students in grades seven and eight are provided with PE instruction of not less than 400 minutes each ten school days.

- **TK-8th Visual Arts** is a critical and integrated part of GICS' curriculum. Students learn the arts as discrete subjects, each with its own unique content, and where appropriate, connect the arts to concepts and themes from the Units of Inquiry.

The introduction to the Visual and Performing Arts Content Standards in California provides the roadmap for visual arts instruction. The State Standards have identified five strands to guide instruction:

- artistic perception,
- creative expression,
- historical and cultural context,
- aesthetic valuing,

- connections, relations and applications.

At each grade level, kindergarten through grade eight, content standards are specified for each strand. The instruction and the experiences planned for students are guided by the goal of providing students with the opportunity to gain competence in each of the five strands as identified by the California State Board of Education.

- **6th-8th Performing Arts** All students participate in dance, building skills and creativity in age-appropriate ways. Sixth graders explore rhythm, movement, and styles like musical theater, hip-hop, and jazz. Seventh graders deepen technique and self-expression through collaboration and performance. By eighth grade, students take greater independence, refining advanced skills, experimenting with storytelling, and presenting original work. Across all grades, the IB Learner Profile guides reflection, risk-taking, inquiry, and principled artistic growth.
- **6th-8th Language Acquisition Classes** provide students with the opportunity to choose either Spanish or German as their second language of instruction. Students are placed in a phase at their current instructional level. As in elementary school, these language classes allow students to broaden their multi-cultural and multi-linguistic understanding. These classes provide the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.
- **6th-8th Design** classes challenge students to apply practical and creative thinking skills to solve problems, explore the role of design in both historical and contemporary contexts, and consider their responsibilities when making decisions and taking action. Students take classes in both Digital Design and Product Design.

Social-Emotional Learning

Another key component to educating the whole child is supporting their social-emotional development and growth. SEL recognizes that it is just as essential to educate a person's heart as educating their brain.

At GICS, SEL focuses on helping students gain the knowledge, attitudes, and skills necessary for them to become critical thinkers who are able to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

Within the classroom, teachers draw on curricula such as *Caring School Community*, *Common Sense Education*, and *Be Good People – Life Skills* to implement SEL practices effectively. These programs help build a strong school-wide community, strengthen students' social skills and SEL competencies, and support a restorative approach to discipline. Activities such as class

meetings, cross-grade collaboration, and home–school connections foster relationships and reinforce a positive, inclusive school culture.

Curriculum & Instruction

The educational program at GICS combines the rigorous IB educational model with the State Standards.

In the PYP, serving students in Transitional Kindergarten through Grade 5, learning is inquiry-based and interdisciplinary, fostering foundational skills, conceptual understanding, and international-mindedness from an early age. In the MYP, serving students in Grades 6–8, students continue to build on these foundations through a challenging, internationally recognized framework that emphasizes intellectual curiosity, critical thinking, effective communication, and engagement with global and local contexts. Across all grade levels, the IB philosophy encourages students to become active, compassionate, and lifelong learners who understand and respect diverse perspectives.

A full-time staff member with experience in writing and implementing the IB curricular program is essential in training teaching staff, parents, and other members of the Charter School community about the philosophy, standards, and practices of the PYP and MYP. In addition to supporting teachers in the ongoing process of writing, implementing, and reflecting on curriculum, the IB Coordinator maintains communication between the International Baccalaureate Organization (“IBO”) and school administration and ensures the Charter School’s adherence to the IB standards granted through the authorization process.

Skills and Character Development

As stated on the IBO website “Within the subject domains children acquire the particular skills that define the discipline of that subject, for example, in language the students become literate, in mathematics they become numerate. The acquisition of literacy and numeracy is essential as these skills provide children with the tools of inquiry. Within the transdisciplinary themes, the children acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also in all the subject domains and in events experienced outside the classroom.”

The MYP does not use transdisciplinary themes. Instead, it frames learning through six global contexts: *Identities and relationships*, *Orientation in space and time*, *Personal and cultural expression*, *Scientific and technical innovation*, *Globalization and sustainability*, and *Fairness and development*. While both approaches aim to connect learning to the real world, the PYP emphasizes transdisciplinary exploration across all subjects, whereas the MYP encourages students to investigate concepts through these global contexts, helping them develop a deeper understanding of their learning in relation to the world around them.

GICS promotes a culture of academic responsibility that is a vital component of the PYP and MYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. This culture emerges at the earliest ages as children begin to

understand and act upon the following attributes of the learner profile. IB learners strive to be reflective, inquirers, communicators, caring, risk-takers, thinkers, balanced, open-minded, knowledgeable, and principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”

Action

The cycle of action moves children from academic understanding to application and action within their world community. The cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. Reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: concepts, knowledge, skills, attitudes, and action in combination give students the opportunity to:

- gain knowledge that is relevant and of global significance.
- develop an understanding of concepts to make connections throughout their learning.
- acquire transdisciplinary and disciplinary skills.
- develop attitudes that will lead to international-mindedness.
- take action as a consequence of their learning.

IB Learner Profile

The IB learner profile represents ten attributes valued by IB Organization. These attributes assist students to better serve not only their local community but also on a national and global level.

The IB model, at its core, regardless of how diverse or homogenous a school may be or where it may be located, emphasizes a quest for “international mindedness”. Students are encouraged and given opportunities to explore other cultures and the ways in which the human experience might differ from their own, all in an effort to build understanding and respect for themselves, their peers, members of their community and the broader world. GICS is located in a remarkably diverse city; of GICS’ location, this emphasis on awareness and perspective is an invaluable characteristic for students.

IB Learner Profile	
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning is sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and for the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate Primary Years Program (TK-5)

The educational program combines the rigorous IB educational model with the State Standards, which form its foundational underpinning. To broaden the cognitive impact, GICS offers a Multilingual Program that focuses explicitly on language development in academic settings by providing instruction in English, German and Spanish through language immersion and language acquisition.

The overarching umbrella that shapes the Charter School’s educational program into a cohesive, viable model is the IB PYP. The International Baccalaureate states it clearly with the

following summary: “The Primary Years Programme (PYP) is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. The PYP focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children.” (International Baccalaureate Organization (2002). "School's Guide to Primary Years Programme.")



The PYP premise is based on thematic, inquiry-based units of instruction which focus on structured questioning methods that promote higher-level questioning and global mindedness encouraging and enhancing a child’s natural curiosity.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance supported and balanced by six subject areas as outlined in the following visual representation.

At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and “is the process initiated by the learner in which the teacher moves the learner from their current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on the student’s genuine curiosity and wanting and needing to know more about the world. It is most successful when students’ questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to move the child's understanding further” (IBO, A Basis for Practice – The Primary Years).

Students are taught to frame and express open-ended questions that provide the momentum to drive exploration and inquiry. Beginning in kindergarten, students learn to identify conceptual questions such as these:

Form:	What is it like?
Function:	How does it work?
Causation:	Why is it as it is?
Change:	How is it changing?
Connection:	How is it connected to other things?
Perspective:	What are the points of view?
Responsibility:	What is our responsibility?

GICS embraces the PYP guiding theories and beliefs about how children learn. The PYP curriculum model is best described as a commitment to the constructivist approach. “Constructivism is the term used when we build upon prior knowledge using real world experiences. In schools, we use a constructivist approach to preparing students to solve problems and construct or refine new understandings” (Budi Usodo, 2016). PYP teachers carefully design learning experiences to build upon students’ previous knowledge, thoughtfully respond to student questions, and provide experiences to allow students to make meaning and connections between new and existing understanding (IBO 2007). This follows Vygotsky’s definition of learning as “the creation of meaning that occurs when an individual links new knowledge with...existing knowledge” (Williams and Woods 1997). The PYP curriculum framework is grounded in a student-centered approach to learning with the teacher as facilitator for structured inquiry allowing students to construct their own understandings and knowledge (Piaget).

The PYP further focuses on the development of the whole child and takes into consideration inquiry learning in developmentally appropriate ways paying close attention to the child’s

everyday environment, relevant content, positive relationships, real-life experiences, and individual needs.

The focus on inquiry further allows teachers to respond and differentiate learning for the wide range of students' existing knowledge and individual learning strengths and needs. According to Bruner (1990) and Gardner (1993), teachers must be able "to make connections between learners' existing knowledge and their individual learning styles in the context of new experiences" (IBO 2007). The PYP suggests that inquiry may take many forms ranging from independent, partner, or group work within the classroom. In line with Vygotsky's socio-cultural constructivist theory, the teacher as facilitator is seen as paramount to planning and designing learning environments and experiences that enable students to interact with one another as they collaborate and construct meaning together.

Teacher collaboration at GICS is both a signature practice and a necessity in implementing inquiry based, transdisciplinary curriculum in dual languages. Collaboration is a topic of increasing study and evidence has shown that quality teacher collaboration has a positive impact on both teacher quality and student achievement (Ronfeldt, McQueen, Grissom 2015). The amount and quality of collaboration at a PYP school must be high in order to plan and implement inquiry across content areas that are engaging, relevant, challenging, and significant (IBO 2007).

The PYP has six transdisciplinary themes that are considered essential in the context of a program of international education. The six transdisciplinary themes of global significance provide the framework for exploration and study. They are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes:

- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning.
- Are revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Aligned with the six transdisciplinary themes outlined above, every grade level teaches to these six subject areas:

- Social studies
- Language arts
- Mathematics
- Arts
- Science and technology
- Personal, social and physical education

GICS acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Throughout the GICS curriculum, students will read a variety of literature from multiple world cultures and regularly engage in analyzing current news events, research and writing projects. Core literature units are integrated to include reading, writing, speaking, listening, and critical thinking. Students read poetry, short stories, drama, myths, creative stories, and informative material such as newspapers and magazines. Whether studying ancient civilizations or current events, fiction or non-fiction, literature is chosen for its ability to inspire a connection in students.

Writing is a critical element of the program as well, not only in language arts, but across the curriculum where students write to demonstrate knowledge and critical thinking. Students brainstorm, research, write, revise, proofread, correct, edit, present and receive peer and teacher feedback, and work cooperatively and collaboratively. Students are given increasing autonomy to self-select on their topics and evaluate their own and others' work. In the integrated language arts classroom students are offered varied opportunities across the curriculum to engage in oral language in both formal and informal situations. Working in collaborative and/or cooperative groups enables students to refine their oral skills by sharing ideas, feelings and opinions in a supportive environment. Critical listening, an essential skill that enables the listener to evaluate the message of a speaker, is reinforced. Students practice concentration skills and active listening to recognize the propaganda and bias of the speaker. Many of these skills are integrated into the performing arts such as reader's theatre, multi-lingual short plays, song writing and performance, and debate.

At GICS, hands-on, engaging and collaborative activities carry throughout the curriculum, particularly during German Language instruction, so that "English" Language Arts are actually developed through the acquisition language as well. The instructional strategies used also have been well documented to provide English Language Learners with meaningful opportunities to develop their English proficiency via authentic peer communication. Group interactions that focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to their peers' discourse and, once confident, to contribute to

the conversation (Amaral et al., 2002; Echevarria et al., 2004). In both English Language Arts class time and during German Language classes, teachers will structure lessons, so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. Teachers also provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills. Students may work in heterogeneous groups and at times on their own. These techniques support English Learners throughout the curriculum.

Instructional Methods & Strategies – PYP TK-5

For effective inquiry learning to take place, teachers draw upon numerous instructional methods and strategies aimed at developing the transdisciplinary skills needed to learn and work both independently and collaboratively. Inquiry-based learning must be student-centered, engaging, relevant, challenging and significant (IBO 2007). As language is an inseparable element of all learning, the IB PYP considers all teachers to be language teachers; therefore, many language specific instructional methods are highly effective in promoting inquiry as they scaffold students' learning and provide hands-on comprehensible experiences.

Inquiry-based instructional methods and strategies used in GICS classrooms:

- Visible Thinking Routines (Project Zero, Harvard School of Education)
- Graphic organizers (i.e. Thinking Maps)
- Learning Stations/Discovery Centers
- Student conferencing within Reader's and Writer's Workshop (Lucy Calkins)
- GLAD
- Specially Designed Academic Instruction in English ("SDAIE")
- Different learning modalities (Gardner)

International Baccalaureate Middle Years Programme

The MYP at GICS builds on the inquiry-based foundation of the Primary Years Programme, guiding students through a challenging and balanced curriculum that fosters both academic excellence and personal growth. The MYP consists of eight subject groups:

- Language Acquisition (Language B)
- Language and Literature
- Individuals and Societies
- Sciences
- Mathematics
- Arts
- Physical and Health Education
- Design/Technology

The MYP supports students in developing personal understanding, a strong sense of self, and responsibility within their community. GICS teachers organize the curriculum with deliberate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using **global contexts**, MYP students explore human identity, global challenges and what it means to be internationally-minded.
- **Conceptual understanding. Global Concepts** are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (“ATL”).** As a unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of a student's knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service),** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service and make a positive difference in the lives of others and for the environment. Service as action is an integral part of the programme and is especially demonstrated in the MYP community project.

This commitment to service as action culminates in the **MYP Community Project**, a capstone experience in Year 3 (Grade 8). The project engages students in service as action by requiring them to identify and address a genuine need within or beyond the Charter School community, connecting their work to at least one IB Global Context (Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, Fairness and Development).

Students may work individually or collaboratively in small groups, but all must take shared responsibility and document their contributions. Following the MYP Service Learning Cycle—Investigating the need, Planning a response, Taking Action, and Reflecting—students develop and apply research, communication, collaboration, and self-management skills. Action may take the form of direct service (hands-on involvement), indirect service (creating resources or awareness), advocacy (influencing attitudes or policies), or research (gathering and sharing knowledge to support change).

Assessment is based on IB’s four Community Project criteria—Investigating, Planning, Taking Action, and Reflecting—and culminates in a product or outcome, a process journal documenting the learning journey, and a formal presentation to the Charter School community.

Advisory periods play an essential role in guiding students through the Community Project process. Advisors act as mentors, helping students set goals, track progress, and problem-solve

challenges. Advisory also fosters reflection on the personal and community impact of students' projects, reinforcing the IB learner profile attributes and ensuring that service learning is deeply embedded in students' overall MYP experience.

The State Standards provide a roadmap of measurable standards that are critical to the development of a comprehensive instructional program. The IB MYP is closely aligned to the State Standards including a mutual emphasis on high school and college readiness, critical thinking skills, inquiry-based learning and deeper mastery of core content. The IB has long emphasized interdisciplinary learning, focusing on depth of understanding that are now hallmarks of the State Standards. The IB continues to draw upon school reform initiatives around the world to ensure that it remains a leader in providing a pedagogically current international education based on research and best practices.

In short, GICS will use the philosophical framework of the IB Middle Years Programme as a vehicle to deliver the State Standards to students enrolled in Grades 6 - 8.

Instructional Methods & Strategies – MYP TK-8

The MYP provides common organizing strategies and a framework for student inquiry in the context of diverse students' needs and interests. Teachers engage students by giving real meaning to the subjects they are studying via real world environmental, health and community issues, as students explore how humans can solve problems. Students become more aware of the relevance of their learning to real-world issues. As they develop higher-order thinking skills and deepen understanding, they learn that knowledge, concepts, skills and attitudes are an interrelated whole, and that subject groups are not isolated but complement each other.

In today's information-based economy, individuals prosper who are fluent in several disciplines and comfortable moving among them. Teachers will coordinate curriculum planning to identify areas of overlap, where the standards in two or more content areas complement each other when taught simultaneously. In English classes, students may read literature that supports topics in social studies and/or science. Science topics may be timed and developed to promote deeper understanding of a place or time being addressed in the social studies classroom. Integrated curriculum may also involve project-based learning, as the two approaches are highly compatible. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. Integrated study is an effective vehicle for building those skills, as well as in helping students to develop nuanced understanding, and a more complex understanding of the inter-relatedness of disciplines.

Global contexts and multicultural themes will often be a springboard for organizing interdisciplinary curriculum, to broaden students' worldview and provide a meaningful lens for learning. A multicultural approach prepares students to effectively meet the needs of a diverse population and the challenges of changing demographics, while encouraging the development of multicultural understanding, sensitivity, and responsiveness. Teachers will initiate, encourage and facilitate programs and activities that reinforce or expand the diverse viewpoints and intercultural competencies of students as a part of the academic programs. Issues related to culture, ethnicity, class, gender, and language pervade almost all facets of curricular development and the Charter School understands the need to equitably introduce diverse

perspectives throughout the 6-8 program so as to more effectively educate an increasingly diversified population growing up within the "global village." In addition to the global and multicultural approach, GICS will strive to achieve cultural relevance in the educational environment and the instructional program for all students it serves.

GICS seeks to make education relevant to students by showing real world connections to students' academic studies. Teachers will make students aware of real world connections as an ongoing practice, that is, how State Standards and other essential understandings are important to students lived experience. Global and multicultural themes will be one way to make real world connections. Instructional activities that call for students to apply their learning in some sort of authentic context also provide a sense of relevance, as well as developing skills that students are likely to use in the real world. Sometimes, these instructional activities may include projects, in which students probe a topic in greater depth over a longer span of time and produce a tangible, meaningful product as part of the learning process. Leadership opportunities within the Charter School as well as community engagement outside the Charter School will further extend students' connections to real world issues as they develop their skills and awareness.

MYP Unit Planning

As with the IB PYP, staff will look to the experience and expertise of similar schools in California and beyond in designing a middle grades program that meets the needs of a diverse student population. Using the Backwards Design approach, all teaching and learning is planned through MYP units of work. Each of these units:

- stands alone as a significant, engaging, and relevant and challenging learning experience; contributes to a coherent, school-wide commitment to inquiry that is framed by contexts of local and global significance.
- is driven by a unit question that is conceptually based.
- involves students in a range of learning experiences planned in response to the MYP unit question.
- builds on the prior knowledge of the students.
- is constructed and conducted in such a way as to promote positive attitudes; and
- requires students to reflect on their learning and encourage them to engage in responsible action.

MYP units of work can be subject-based or interdisciplinary in nature. Units will be planned by teams of teachers working in collaboration, guided by the common planning document. Through the MYP units of work, the subject content and its real-world contexts are synthesized into a meaningful whole, a coherent approach to teaching and learning. In each unit, teachers and students generate questions and inquiries that lead to classroom experiences that respond to these questions and inquiries. The classroom is a center of structured inquiry through which students acquire and practice skills and build new knowledge.

There are two stages of planning when developing a unit of work, plus an overarching stage of reflection. Stage 1 ensures that units are in line with the State Standards and MYP philosophy, and stage 2 provides supporting detail to stage 1, all utilizing "backwards design." Vertical and horizontal planning even move backwards and forwards among the stages as they identify issues, difficulties or opportunities based on individual student needs as the unit unfolds. Curriculum design is recursive, not linear.

Stage 1 - This stage can be summed up as the integration of key elements of units of work:

- **Key Concepts** - Related concepts which are significant ideas connected to certain subject areas will be identified for each unit by teachers in order to provide disciplinary depth and extend learning within a subject area. Related concepts help to refine a unit of work by giving a lens through which students may understand the more universal key concept.

In creating the key concepts for any unit, teachers begin with understanding of the State Standards objectives for their class and draft a statement defining the unit goals in terms of these concepts and specific standards. Teachers also consider the IB Learner Profile and determine which element(s) provide relevant objectives for this unit.

With this overarching goal in mind, the teacher then, in collaboration with other teachers, determine:

- Have my students received any instruction relevant to this concept in the past?
 - Will this concept be taught again in the future, and why?
 - Are any other subject teachers teaching the same or a similar, related concept in one of their units?
 - If so, can we collaborate to design an interdisciplinary unit?
- **Global Contexts** - Next, curriculum planning in the MYP considers the six "global contexts" which provide the real world significance for learning the key concepts and unit of work:
 - Identities and Relationships
 - Orientation in Space and Time
 - Personal and Cultural Expression
 - Scientific and Technical Innovation
 - Globalization and Sustainability
 - Fairness and Development

The purpose of the global contexts is to inspire inquiries that are relevant, meaningful, and engaging to adolescent students. The contexts help to "frame a curriculum that promotes multilingualism, intercultural understanding and global

engagement" (IB, 2014). While inspiring students to explore what it means to be human and feel personal responsibility to protect and share the planet, the global contexts of units give a sense of the "why" in teaching and learning.

For every MYP unit, teachers define an ATL component in which students take responsibility for their own learning and reflect on the ways in which they learn. Teachers then determine which of the other four areas of interaction apply to the significant concept of the unit. In some cases, multiple areas of interaction are relevant, while in other cases, the ATL may be the only area of interaction. In instances in which multiple areas of interaction are relevant, the teachers focus first on a primary area of interaction to shape the overall unit, using secondary areas of interaction to provide supplemental learning at later stages or to differentiate instruction for individual learners. Identification of areas of interaction creates an additional opportunity for interdisciplinary learning, for example, even if two subjects and significant concepts are not directly related, if two teachers are providing instruction using the same area of interaction they will collaborate to help students understand how their learning works across contexts and contains real world relevance.

- **MYP Unit Question: Integration of Concept(s) with Context** - Once the teacher has defined the key and related concepts, the purpose of the unit, and the applicable global context, these then shape the creation of the Unit's Statement of Inquiry and Inquiry questions. The Statement of Inquiry synthesizes the key and related concepts with the global context together into a meaningful statement that explains what students should understand and why it is significant. The Statement of Inquiry captures the big idea of the unit and provides the basis for developing the questions and learning objectives for teaching and learning.

Each MYP Statement of Inquiry is:

- open-ended to provide for student inquiry.
- relevant to students' prior knowledge and experience as well as current circumstances.
- engaging of students' interest so that they participate actively in their own learning; and
- challenging and provocative to increase students' competencies and understanding.

The following are examples of Statements of Inquiry:

- Establishing patterns in the natural world can help in understanding relationships.
- Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and the concept of truth.
- A person's health is influenced by cultural and conditional changes to diet.

- Advances in scientific and technical innovations create opportunities and challenges for cultural and ethnic minorities.
- People have sought to control the resources of neighbors since the beginning of human civilization.
- Meaning is influenced by cultural philosophies and ways of life.
- **Assessment Task** - At this stage of planning, the teacher defines the assessment tasks, formative and summative that will measure students' knowledge, understanding, skills and attitudes as a result of the MYP Unit Question. Each assessment task is integrated into a unit of work and is designed to offer varied opportunities for the student demonstration. With the assessment tasks in mind, the appropriate assessment criteria can then be selected and aligned with the objectives that the unit will be addressing.

In planning for assessment, teachers should ask themselves the following questions.

- What is the function of this assessment?
- Which MYP objectives and state standards are being assessed?
- What evidence of learning will there be?
- How can the evidence be collected?
- Will the assessment task demonstrate understanding?
- Will the assessment be reliable enough to allow sound conclusions to be drawn?
- How will the assessment data be recorded and analyzed?
- How and when will feedback be given?

Stage 2 - With these overarching plans developed, teachers then move on to stage 2, the "how" of the lesson planning. It is important to note that in developing the details of stage 2, teachers may revisit and redefine elements of stage 1 as needed, for example, if students' prior knowledge requires adjustments to the unit question. At this stage, teachers work to design the actual activities of the unit, based on available resources (textbooks, materials and supplies, labs and equipment, etc.), teaching strategies and their knowledge of the individual students in their class. This stage will incorporate specific curriculum from state-approved texts and other curricular resources, along with intensive collaboration between teachers.

Teachers ensure that the range of learning experiences and teaching strategies:

- Build upon each students' prior learning and knowledge (and where necessary, provide appropriate scaffolding and supports).
- Are placed in context and based on real world, essential issues that are engaging to students (as provided by the area of interaction chosen).

- Are based on the differing needs of all students, including those who are learning in a language other than their mother tongue, and students with special educational needs.
- Are open-ended and involve problem-solving skills.
- Provide for learning through disciplined inquiry and research.
- Involve communication of ideas and personal reflection; and
- Give students the opportunity to practice and apply their new understandings and skills.

Ongoing formative assessments, carried out during the course of the unit, will provide both teacher and students with insights into the development of understanding, knowledge, skills and attitudes, and enable teachers to differentiate instruction as needed to ensure all students meet the objectives of the unit.

- **Unit Reflections and Evaluation** - Throughout the unit and upon its conclusion, teachers will reflect on their own planning process and the success of the unit in achieving the stated objectives. Working collaboratively, teachers and school leaders will determine:
 - Was the MYP unit question clearly stated? If it was revised during the unit, why, and how successful was the revision? Should it be revised for subsequent instruction in later years?
 - Did the unit of work provide opportunities for: Exploring significant knowledge, understanding the main concepts and related concepts, acquiring and applying relevant skills, developing responsible attitudes and taking action and engaging in ongoing and meaningful reflection?
 - Which learning activities were most successful for all students, or for some in achieving the desired unit objectives, and why?
 - Which learning activities were not as successful for all students, or for some in achieving the desired unit objectives, and why?
 - What student inquiries arose from the learning that leads to future learning?

The teaching methodologies that will be employed by the Grade 6-8 teachers at GICS closely align to the Seven Practices for Effective Learning as researched and presented by McTighe, J., & O'Conner, K. (November 2005). (Seven practices for effective learning. *Educational Leadership*: pp. 1-17. 4). The research of McTighe and O'Conner is generally held by the International Baccalaureate as an effective 21st Century teaching methodology.

- **Approaches to Teaching a MYP Course** - Good teaching practice is not specific to the IB or to any program of study. However, the IB philosophy and principles have implications that teachers need to be aware of in their teaching practice and that might be different from other teaching contexts they have experienced.

There are a wide range of teaching strategies and approaches that should be used in the classroom. What is essential is that each student is actively engaged in classroom activities and that there is a high degree of interaction between students and the teacher, and also between the students themselves.

Learning should focus on meaningful questions and contexts, and the voice of the learner is considered to be as important as the voice of the teacher. The teacher is viewed as a supporter of student learning, rather than a transmitter of knowledge, making use of questions and tasks that help the student work in their "zone of proximal development". This term, originally used by Vygotsky (1962 and 1978), represents the range of achievement that lies between what the student can manage on their own and what they can manage with the support of the teacher. The emphasis is on engaging and challenging the learner's existing mental models in order to develop a greater depth of understanding and to improve performance.

Whole-class instruction that encourages open discussion, in which the teacher challenges student thinking and demonstrates a range of appropriate responses, can be extremely effective. In comparison, a teacher who lectures, and involves students as passive recipients rather than active participants in the classroom, is likely to be less effective. Over emphasis on lecturing is incompatible with the aims and principles of the MYP. Teachers should use a variety of different approaches at different times, employing a mixture of whole-class, group and individual activities that are representative of the learner profile. Learners have beliefs about how the world works that are based on their experiences and prior knowledge. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values. Consequently, the taught curriculum will emphasize the construction of meaning so that students' learning will be purposeful. When planning to teach a subject, it is important to ascertain students' prior knowledge, and to provide experiences through the curriculum that give students opportunities to test and revise their models, to make connections between their previous and current perceptions, and that give them the opportunity to construct their own meaning. Teachers will be encouraged to provide opportunities for students to build meaning and refine understanding through structured inquiry. As the learning process involves communication and collaboration, this inquiry may take many forms, with students working on their own or collaboratively with partners or larger groups, within the classroom or beyond. The structuring of new experiences by teachers, and the support teachers give to students' ideas about new concepts, helps learners make meaningful connections, build deeper understanding, and develop the confidence to take intellectual risks.

Charter School's Curriculum

Programme of Inquiry ("POI") for Primary Years Programme

Having implemented the IB component of the instructional plan, GICS's scope and sequence is designed around the Charter School's POI under the framework of the International Baccalaureate program, while aligned with the State Standards. The English Language Arts,

mathematics, science and social studies curriculum are guided by the State Standards. State-approved textbooks are also used as resources to guide the curriculum’s pace and sequencing. As teachers develop their POI within and across grade-levels, special concern is given to plan and introduce concepts at the most appropriate grade level. The goal of GICS is to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers look at their own grade level standards, in addition to the standards of the grades above and below them. Units are then planned in an interdisciplinary manner

Together the thematic units of inquiry and the content domains are the core knowledge of the academic program, neither of which can exist separately from the State Standards.

GICS acknowledges that not all subject content can be effectively taught within these units. Subjects such as phonics instruction and mathematics are most effectively delivered in a sequence of ever building dependent concepts. Phonics, reading skills, grammar, spelling and language development, as well as mathematics are taught daily in a linear building of concepts. Content-based vocabulary is developed in all languages of instruction so that students can adequately comprehend and discuss these increasingly complex ideas.

GICS Programme of Inquiry 2025-2026

Gr	Who We Are	Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
5	5) Feb 24-Mar 21	2) Oct 7-Nov 15	6) Apr 1-May 30	4) Jan 27-Feb 21	1) Aug 26-Oct 4	3) Nov 18-Jan 24
	<p>Healthy Human Central Idea: Human beings have interconnected systems that affect life and health.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Life structures How body systems are related How behaviors impact health How physical & mental health are connected 	<p>Inventions & Innovations Central Idea: Innovation affects people’s way of life.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> The scientific method Inventions and innovations that have changed daily life Technological advances and their effects throughout history 	<p>Beliefs to Action Central Idea: We can make a difference by expressing our beliefs and taking action.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Real world issues Essential Elements Taking action <p>Exhibition</p>	<p>Matter Moves Central Idea: Matter acts and interacts according to laws and patterns of the natural world.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Structures of matter Properties of matter Matter mixtures and interactions 	<p>We Rule Central Idea: Societies establish rules in order to organize themselves.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> How governments reflect the rules and beliefs of a society Conflicts between people with different perspectives Societal rules and beliefs around the world 	<p>Water World Central Idea: Natural resources essential to life are limited.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Processes of the water cycle Community water sources Water conservation as a global responsibility
4	2) Sep 23-Nov 8	6) Apr 21-May 30	3) Nov 12-Jan 17	4) Jan 21-Feb 28	5) Mar 3-Apr 11	1) Aug 26- Sept 20
	<p>Invaluable Values Central Idea: Values determine rights and responsibilities in communities.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Rights & responsibilities of community leaders Similarities and differences of different governments 	<p>Eureka! Central Idea: Discoveries of new resources affect ways of life.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Effects of discovered resources on communities Development of communities based on the discoveries of new resources 	<p>Awesome Authors Central Idea: People express their ideas, feelings, culture, values, and beliefs through writing.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> The structures of writing The purpose of writing for communication 	<p>Rocks and Rolls Central Idea: The Earth’s dynamics affect life.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Formation and properties of rocks and minerals Transformation of Earth’s surface over time How rapid processes impact 	<p>Mission Matters Central Idea: Power struggles occur when various cultures interact.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Relationship between environmental conditions and exploration Beliefs behind the creation of the mission system 	<p>Electric Atmosphere Central Idea: Sharing resources creates global impact.</p> <p>Inquiry:</p> <ul style="list-style-type: none"> Forms and sources of energy Impact of scientific/technological advances Supply and demand of finite resources

	<ul style="list-style-type: none"> How collective identity impacts responsibility 	<ul style="list-style-type: none"> Discovery of a new resource 	<ul style="list-style-type: none"> Interpretation when responding to literature 	Earth's surface and affect life	<ul style="list-style-type: none"> Impact of colonization on the indigenous population Consequences of the Mexican rule in California 	
3	1) Aug 12-Sept 6	2) Sept 9-Oct 18	3) Oct 28-Dec 13	5) Feb 24-Apr 11	6) Apr 28-Jun 6	4) Jan 13-Feb 21
	<p>Teammates Central Idea: Interdependence is an integral part of human relationships. Inquiry:</p> <ul style="list-style-type: none"> Our actions within diverse communities Understanding origins of prejudice in ourselves & others Identity based on awareness of fair play 	<p>Cultural Connections Central Idea: Settlement and exploration affect indigenous populations. Inquiry:</p> <ul style="list-style-type: none"> Multiple perspectives of people with different experiences Effects of exploration & settlement Transformation of culture 	<p>Lights, Camera, Action! Central Idea: People communicate ideas in various ways. Inquiry:</p> <ul style="list-style-type: none"> Communicating with empathy Using imagination to produce a performance Various ways of interpretation a work of art 	<p>Patterns in Space Central Idea: Solar systems have predictable patterns. Inquiry:</p> <ul style="list-style-type: none"> How gravity makes the solar system function Seasonal patterns on earth and star patterns (constellations) Phases of the moon 	<p>Communities ✍️ Central Idea: Many factors help to create and develop a community. Inquiry:</p> <ul style="list-style-type: none"> Characteristics of communities How communities change Roles and relationships within communities 	<p>Booming Biomes Central Idea: The interdependence of organisms in an environment impacts survival. Inquiry:</p> <ul style="list-style-type: none"> Diverse life forms and their different environments Organisms and their effect on environments Organisms' adaptations and survival
2	1) Aug 19-Oct 4	5) Mar 17-Apr 25	2) Oct 7-Nov 27	6) Apr 28- May 30	4) Feb 3-Mar 14	3) Dec 2-Jan 31
	<p>Family History Central Idea: Predecessors help shape lives. Inquiry:</p> <ul style="list-style-type: none"> Our daily lives compared with those of our ancestors Personal and family histories Family life and traditions around the world 	<p>People Make a Difference Central Idea: Influential people impact life. Inquiry:</p> <ul style="list-style-type: none"> Different types of influential people and their characteristics Different methods of conflict resolution influential people have used over time Consequences of individuals' actions 	<p>ArtSee Central Idea: Feelings and creativity can be expressed visually. Inquiry:</p> <ul style="list-style-type: none"> Similarities and differences of how artists communicate experiences, beliefs, and ideas How art is used in events and celebrations in various cultures, past and present Communicating our own feelings and creativity using a variety of artistic techniques 	<p>Material World ✍️ Central Idea: The world is made of materials that have distinct properties. Inquiry:</p> <ul style="list-style-type: none"> Phases of matter and their different properties Properties of different materials Uses of materials in everyday life 	<p>From Production to Consumption Central Idea: People collaborate to produce goods. Inquiry:</p> <ul style="list-style-type: none"> The connection between natural resources and the production of goods The stages of production Worldwide collaboration for the production of goods 	<p>Reduce, Reuse, Recycle Central Idea: The ways resources are handled have consequences on the environment. Inquiry:</p> <ul style="list-style-type: none"> Human actions that impact earth Environmental consequences of human behaviors The responsibility to conserve natural resources and help sustain life on our planet
1	1) Aug 12 - Sep 20	2) Sep 23 - Nov 1	3) Nov 4 - Jan 10	5) Feb 24 - Apr 11	4) Jan 13 - Feb 21	6) Apr 21 - June 6
	<p>Beliefs and Values Central Idea: Your identity is influenced by cultures, beliefs, and values. Inquiry:</p> <ul style="list-style-type: none"> Cultural symbols are connected to people, events, or ideas How people share cultures and traditions How immigration changes communities 	<p>Our Changing World Central Idea: Lifestyles are influenced by technology and changing views. Inquiry:</p> <ul style="list-style-type: none"> How technology changes transportation How schools and communities change over time Everyday life across generations 	<p>Music and Poetry Central Idea: Feelings can be expressed through music and poetry. Inquiry:</p> <ul style="list-style-type: none"> The patterns in music and poetry How music and poetry express ideas How music and poetry evoke different emotions 	<p>Light and Space Central Idea: Movement of objects in the sky result in patterns that can be observed in nature. Inquiry:</p> <ul style="list-style-type: none"> Characteristics of light Objects in the sky Patterns and cycles in space (seasons, shadows) 	<p>Money Makes the World Go 'Round Central Idea: People trade goods and services with each other and make choices about how to spend their money. Inquiry:</p> <ul style="list-style-type: none"> How people make choices based on needs and wants (saving) 	<p>Amazing Animal Adaptations ✍️ Central Idea: All living things adapt to their environment. Lines of Inquiry:</p> <ul style="list-style-type: none"> How plants and animals adapt to survive in their environment The relationship between animals and plants

	· Rights & responsibilities				· How people can trade services or goods · How people do jobs to earn money	· Characteristics of different species and habitats
K	2) Sept 23-Nov 22	6) Apr 1-May 16	3) Year Long and May 19- June 6	4) Dec 2-Jan 31	1) Aug 19-Sept 20	5) Feb 3-March 21
	<p>All About Us Central Idea: People's interests and relationships make them unique. Lines of Inquiry:</p> <ul style="list-style-type: none"> Physical, social, emotional characteristics Similarities & differences between myself & others How to make/maintain relationships 	<p>Journeys Central Idea: People travel around the world for different reasons. Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons people travel Ways people travel Personal journeys 	<p>Celebrate! Central Idea: People practice traditions and celebrations based on their cultural beliefs. Lines of Inquiry:</p> <ul style="list-style-type: none"> Diverse traditions Different family roles in celebrations Cultural similarities & differences in traditions/celebrations 	<p>Patterns Around the World Central Idea: Weather patterns affect our daily life. Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of weather How weather affects the way people live globally Comparing weather patterns & seasons 	<p>Structures & Systems at School Central Idea: Systems, structures, and people impact learning. Lines of Inquiry:</p> <ul style="list-style-type: none"> Different roles of people at school Routines and structures as a part of daily school life Roles and responsibilities in a learning community 	<p>Life Cycles Central Idea: Living organisms depend on specific resources and conditions in order to exist. Lines of Inquiry:</p> <ul style="list-style-type: none"> Sharing resources with plants & animals Characteristics of a life cycle Caring for plant and insect life
T K	2) Oct 14--Nov 6	Optional	3) Jan 6-Feb 21	4) Feb 24-Apr 11	1) Aug 26-Oct 11	5) Apr 21-May 26
	<p>Healthy Me Central Idea: Knowing our bodies helps us care for them well. Lines of Inquiry:</p> <ul style="list-style-type: none"> My senses Taking care of myself Eating well Staying safe 	<p>Community Helpers Central Idea: People have a variety of rules in a community that impact me. Inquiry:</p> <ul style="list-style-type: none"> People in our community Keeping safe in a community What makes a community 	<p>Imagine It, Make It Central Idea: Our imagination and creativity can be expressed in so many ways. Lines of Inquiry:</p> <ul style="list-style-type: none"> Using my imagination Tools we use Things we build Art all around us 	<p>Cause and Effect Central Idea: Understanding how materials behave and interact determine how people use them. Inquiry:</p> <ul style="list-style-type: none"> Human-made materials How materials change The many uses of different materials in different states 	<p>Ready for School Central Idea: Expectations, routines, and behaviors support learning. Lines of Inquiry:</p> <ul style="list-style-type: none"> My school Making friends Learning together Getting along 	<p>Nature All Around Us Central Idea: The environment is made up of important natural cycles Inquiry:</p> <ul style="list-style-type: none"> How plants grow What is in the sky Our weather Seasons

All of the PYP UoI have been collaboratively developed using the State Standards as a foundation of the content and skills to be covered for every grade level. All content standards are embedded within grade-level developed scope and sequence pacing charts to assure students have comprehensive instruction in all core content areas. A master scope and sequence document outlines the State Standards taught within each UoI throughout each grade level. Teaching teams may rearrange the order certain standards are taught to better align with unit concepts, current events, or special resources available at certain times of the year. A school-wide yearly goal of vertical articulation of standards covered throughout grades TK-5 also helps to refine the curriculum program to avoid repetition when possible as well as ensure a natural progression and increasing depth of conceptual learning.

Multilingual Program TK-5

GICS offers a Multilingual Program in the elementary grades that focuses explicitly on language development in academic settings by providing instruction in English, German, and Spanish. Regardless of the multilingual program in which the student is enrolled, student mastery of the

State Standards is the expectation. The Charter School’s meshing of language immersion, language acquisition, and IB educational goals and practices is a particular strength of the Charter School and enhances its vision to prepare its students as future global citizens.

The tables below present an overview of the three options of the GICS Multilingual Program and summarizes the populations served and program goals of each. Below, Table 1 outlines the population served and goals of the various language programs and Table 2 outlines what programs are offered at each of the grade level spans.

Table 1

Language Program	Population Served	Program Goals
German Language Immersion Program	<p>*All GICS students, grades Transitional Kindergarten (“TK”) – 2</p> <p>*Selected GICS students, grades 3-5</p>	<p>Provide standards-based IB instruction in German with the goal of promoting bilingualism and biliteracy in English and German and high levels of grade-level academic achievement</p> <p>Develop global citizenship skills</p>
German Language Acquisition Program	*Selected GICS students, grades 3-5	<p>Provide German language instruction with the goal of promoting oral fluency and basic grammatical competency in German</p> <p>Provide German language instruction to students who enroll at GICS in the upper grades with limited or no prior instruction in the German language</p> <p>Develop global citizenship skills</p>
Spanish Language Acquisition	*All GICS students, grades 3-5	<p>Provide Spanish language instruction with the goal of promoting oral fluency and basic grammatical competency in Spanish</p> <p>Develop global citizenship skills</p>

Table 2

TK-2nd
<ul style="list-style-type: none"> All students are in the IMMERSION Program English & German Teachers work together to teach all content areas

3rd-5th	
<p><u>IMMERSION Program</u></p> <ul style="list-style-type: none"> English & German Teachers work together to teach all content areas Spanish as an Acquisition Class 	<p><u>ACQUISITION Program</u></p> <ul style="list-style-type: none"> English Teacher teaches all content areas German & Spanish as Acquisition Classes

German Language Immersion

The Multilingual Program at GICS is aligned fully with the Vision, Mission, and Goals of the Charter School’s PYP program. The GLI program, through which all GICS students enrolled in grades TK – 2 are served, provides grade-level content instruction in German in accordance with the State Standards as well as established PYP curricular approaches. The GLI program is also available for students in grades 3 – 5 who demonstrate a level of German proficiency necessary to access grade-level PYP curriculum appropriately.

The GLI curriculum outlines a plan for initial literacy instruction in German that is specific to the linguistic features of that language and that ascribes to effective early literacy practices in German. For example, the sequence in which letter sounds are introduced at kindergarten is aligned with practices utilized in Germany to capitalize on high-frequency letter sounds.

Furthermore, a focus on syllable segmentation and blending rather than on individual phonemes is espoused in the GLI curriculum, based on best practices in schools where German is the medium of literacy instruction. In summary, the GLI curriculum fully supports integration of language and content instruction through the delivery of standards-based IB curriculum in German at grades TK – 5.

At GICS, the GLI program operates as a dual language DL model designed to develop biliteracy and academic proficiency in both English and German. In Transitional Kindergarten through Grade 2, students receive standards-based instruction in a balanced 50/50 model, with half of their instructional time delivered in English and the other half in German. Beginning in Grade 3 and continuing through Grade 5, the model shifts to a 70/30 structure—70% English and 30% German. This gradual transition reflects research-based best practices, ensuring that students continue to strengthen their German language proficiency while meeting the increasing academic demands of English literacy and content standards.

The term dual language encompasses a range of program models, including:

- Developmental bilingual programs, which serve only ELs.
- Two-way immersion programs, which enroll both ELs and native English speakers in balanced numbers.
- Foreign language immersion programs, designed for students who are already fluent in English; and
- Heritage language immersion programs, which support students with prior exposure to, or a cultural connection with, the partner language.

The GLI program is guided by the Guiding Principles for Dual Language Education (Howard et al., 2007), a widely recognized framework that establishes research-based standards for high-quality program design and implementation.

Through this integrated approach, GICS ensures that students develop advanced proficiency in both German and English while engaging in a rigorous, standards-based IB curriculum from TK–5.

The GLI program at GICS was initially conceived as a two-way DL program, which served a balanced number of students with a home language of German and students with other home languages. Student demographics at GICS have changed over the years, and the class makeup has shifted so that currently only about 14% of the students enrolled at GICS speak German in the home, while the remaining students use languages other than German in the home. Thus, the program is currently a de facto one-way DL program, defined as a program in which students representing one of the two major language groups (in this case, German) falls below one third of the total class population. Dual language researchers have long held that all four types of dual language programs are of equal value in terms of providing a strong basis for bilingualism, biliteracy, academic achievement, and cross-cultural understanding.

All well-implemented DL programs, including the GLI program at GICS, have the following commonalities:

- Language goals of full bilingualism and biliteracy in English and a partner language (e.g., German)
- Language arts and other academic content (math, science, social studies, fine arts, etc.) are taught in both languages over the course of the program
- The program lasts at least 5 years (preferably K-12).

The GLI program at GICS fulfills these non-negotiable features of effective DL programming in a number of ways. First, the Charter School’s focus on delivery of IB-focused instruction in both English and German promotes the attainment of bilingualism and biliteracy among its students. Second, the equally balanced delivery of IB instruction across the two program languages ensures that core content is taught in both languages and that instruction is delivered in the partner language (German) at all grade levels. Furthermore, the GLI program at GICS serves students in grades TK through grade 5, in accordance with program recommendations.

There are a number of variations in how the two program languages are used in DL programs that differentiate models from each other. There are certain non-negotiables with respect to language use in DL programs, which include the following:

- Instruction is delivered in one language at a time without translation
- Both literacy and content are taught in both the partner language and English over the course of the program

Additionally, there are some characteristics of successful programs that are implemented based on what is known about effective second-language acquisition environments:

- In order to create an immersion environment, students spend at least a full half-day in each language rather than alternating back-and-forth throughout the day (exceptions may be made for specials or other instruction outside the student’s main classroom but should be minimized to the extent possible)
- Students have ample opportunities to develop social and academic registers in both languages and to develop proficiency in a variety of language functions (e.g., persuade, calculate, discuss, retell, describe)
- The model demonstrates that English and the partner language are equally valued
- Students have opportunities to develop their understanding of a concept fully in one language; although skills are reinforced in the second language, students do not learn to expect that concepts will be covered so fully in the second language that they need not pay attention when material is taught in their weaker language

The GLI program at GICS features the characteristics recommended in the research and listed here. At each grade level, there are designated teachers responsible for delivering instruction entirely in English and teachers responsible for delivering instruction entirely in German.

German Language Acquisition

For students in grades 3 – 5 who would benefit from grade-level IB instruction delivered in English rather than German, the GLA program at GICS provides the opportunity for continued German language development while core content instruction is delivered in English.

Participants in the GLA program include students who had previously come up through the TK-2 GLI program but demonstrated limited proficiency levels in German at the end of grade 2. In addition, the GLA program serves students who enrolled at GICS in grades 3 and beyond without any previous experience in German language and content instruction and who would struggle to access grade-level content in German. As such, the GLA program provides German language instruction that is differentiated to the specific needs of students at GICS.

Spanish Language Acquisition

For students in 3rd-5th grade in both the GLI and GLA program, Spanish language classes begin. This instruction allows the students to broaden their multi-cultural and multi-linguistic understanding. Students are not only introduced to the Spanish language, but also learn its linguistic background. Students are also exposed to the culture of Spanish-speaking countries with respect to history, traditions and the arts.

Curricular & Instructional Materials – PYP TK-5

English Language Arts - Really Great Reading, Lucy Caulkins Units of Study (Readers and Writers Workshop), Fountas & Pinnell, nonfiction, fiction and other literature

German Language Arts - Lingo Mint, Sofatutor, Deutsche Welle, ABC der Tiere, Lesemaus, Leichter lese lernen mit der Silbenmethode (Mildenberger Verlag), Willkommen in Deutschland, Anton app, Tiergeschichten mit Mio und Mia, Lies Mal Hefte, texts and worksheets from international publishers, teacher-created curricular resources

English Language Development - EL Achieve

Mathematics - EnVision Math

History-Social Science - McGraw-Hill, IB Units of Inquiry and Subject Area Units, California

World History - Ancient Civilizations (Pearson)

Science - Harcourt Science, Mystery Science

<p><i>Learner Profile Literary Resources</i></p>	<ul style="list-style-type: none">• <u>Old Turtle</u> by Douglas Wood• <u>Old Turtle and the Broken Truth</u> by Ed Wood• <u>Seven Blind Mice</u> by Ed Young• <u>The Empty Pot</u> by Demi• <u>Yi-Min and the Elephants</u> by Caroline Heaton• <u>If the World Were a Village</u> by David J. Smith• <u>The Kids Volunteering Book</u> by Arlene Erlbach• <u>Miss Rumphius</u> by Barbara Cooney• <u>Wake Up World</u> by Beatrice• <u>Hey Little Ant</u> by Phillip Hoose• <u>The Librarian of Basyra</u> by Jeanette Winter (Conflict, Peace, Character)• <u>Click Clack Moo</u> by Doreen Cronin (Conflict)• <u>The Great Fuzz Frenzy</u> by Janet Stevens (Conflict)• <u>The Skin I'm In</u> by Pat Thomas• <u>A Star is Born</u>• <u>Little One Step</u> by Simon James• <u>Nadia's Hands</u> by Karen English• <u>The Crow and the Pitcher</u> by Stephanie Gwyn Brown• <u>The Mightiest</u> by Keiko Kasza• <u>Mercedes and the Chocolate Pilot</u>• <u>Desiderata</u> by Max Ehrmann• <u>Jump Baby</u> by Penny Matthews• <u>Once Upon an Ordinary School Day</u> by Colin McNaught• <u>The Perfect Thanksgiving</u> by Eileen Spinelli• <u>Skin Again</u> by Bell Hooks• <u>In November</u> by Cynthia Rylant• <u>Here comes the Year</u> by Eileen Spinelli• <u>Hearts of Gold Series: Four True Life Stories About Compassion, Courage, Imagination, Determination</u>
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Subject Area Overview for Middle Years Programme

Grade 6 MYP Year 1	Grade 7 MYP Year 2	Grade 8 MYP Year 2
Language & Literature I (English Language Arts)	Language & Literature II (English Language Arts)	Language & Literature III (English Language Arts)
World Language (German or Spanish): Phase 1, 2, 3 or 4	World Language (German or Spanish): Phase 2, 3 or 4	World Language (German or Spanish): Phase 3 or 4
Science I	Science II	Science III
Mathematics 1 (Grade 6) <i>or</i> Accelerated Math (Grade 6/7 combined)	Mathematics 2 (Grade 7) <i>or</i> Accelerated Math (pre- Algebra)	Mathematics 3 (Grade 7) <i>or</i> Accelerated Math (Algebra I)
Physical Education and Health 1	Physical Education and Health 2	Physical Education and Health 3
Visual Arts and Performing Arts I	Visual Arts and Performing Arts II	Visual Arts and Performing Arts III
Product Design and Digital Design I	Product Design and Digital Design II	Product Design and Digital Design III
Technology is integrated into all subject areas	Technology is integrated into all subject areas	Technology is integrated into all subject areas

English Language Arts (core)

The ELA curriculum is based on the State Standards for English Language Arts along with the Reading I Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools; and A Look at Grades Seven and Eight in California Public Schools: Transitioning to the State Standards in English Language Arts and Mathematics. ELA instruction emphasizes the development of skills and strategies students need to thrive as readers, writers, speakers and listeners in post-secondary education and in life. The ELA curriculum is designed as a "building block" approach to develop, hone and expand on English language skills, conventions, and usage. Instructional strategies to develop these skills which include direct skills instruction, spoken and written engagement with age-appropriate literature, application of student skills in projects and assignments. As detailed earlier, the MYP is based on holistic learning. Throughout the curriculum students will read a variety of literature from multiple world cultures, and regularly engage in analyzing current news events, frequent writing projects, editing of writing, and research.

Core literature units are integrated to include reading, writing, speaking, listening, and critical thinking. Students read poetry, short stories, drama, myths, creative stories, and informative material such as newspapers and magazines. Whether studying ancient civilizations or current events, fiction or non-fiction, literature will be chosen for its ability to inspire a connection and meaning in students. Literature will often be selected to support content students are exploring in Social Studies/MYP Humanities, science or a world language class. Students will spend most of their time in skills-based sessions, reading and responding to text, and writing for a variety of purposes. Inquiry-based discussion of literature will be structured to strengthen critical thinking and civil discourse; develop appreciation of literature; teach respect for diverse ideas, people, and practices; create a positive learning environment for all students; create a community of inquiry; develop social problem solving skills; help students clarify values; build self-esteem; and put the student at the center of the learning as active and engaged participant.

Assignments that promote civic and multi-cultural awareness, responsibility, tolerance and sensitivity are common and support literary or expository works that stress the same themes. Syllogistic reasoning is especially stressed in persuasive or argumentative discourse. Explicit instruction in writing will take place in ELA classes and any other class requiring a specific form of writing, such as technical reports in the physical sciences, journaling, opinion editorials, and social science research papers, so that students have explicit guidance and supporting models of what strong writing looks like, in any genre they are studying, and for application to a variety of career paths. Ultimately, the above instruction and assignments are designed for students to gain the ability to synthesize information and concepts, to analyze and communicate written and spoken material, ideas or information, and to promote critical thinking and communication skills.

Both the MYP and the State Standards set expectations that students will read a wide range of texts from different cultures, times and genres. Two of the aims of MYP language and literature are that students will "engage in literature from a variety of cultures and represent different historical periods" and "explore and analyze aspects of personal, host and other cultures through literary and non-literary works." While MYP language and literature focuses on the development of reading skills needed for academic and career success, it also emphasizes that literacy is an important part of social, emotional, imaginative and psychological growth. Students are to use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction and develop "creative and personal approaches to studying and analyzing literary and non-literary works" (NGA Center 2010: 7).

Both the State Standards and MYP set expectations that students will write different types of texts and for many different purposes. The MYP Language and literature pilot guide states that students will "create works that demonstrate insight, imagination and sensitivity" and that students will have opportunities to "develop, organize, express themselves and communicate thoughts, ideas and information" (objective D: using language). MYP language and literature objectives require students "to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication."

Additionally, in every MYP subject group, students are expected to write in the discourse of that subject. Students are asked to write reflections in mathematics in which they explain and justify their results while in the arts their reflections focus on a critical evaluation of their own

work. In the sciences and in individuals and societies, students are expected to develop extended writing pieces in which they explore scientific ideas and investigate research questions respectively.

The MYP also emphasizes authentic application of knowledge. Students write authentically for a variety of purposes and in a variety of contexts. They are expected to write in the academic discourse of each MYP subject group. In MYP language and literature, students write to analyze literature, to reflect critically, to develop arguments and to be creative. In the arts, students respond to and critique the work of themselves and others in writing and other forms. In the sciences, students do research to evaluate the use and application of science in the world. Likewise, in individuals and societies, students develop research questions that direct their historical investigations.

Finally, one of the aims of MYP language and literature is that students will "develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts" (Language and literature pilot guide 2012: 7). Students are expected to analyze and evaluate "oral texts" as well as written ones. The MYP language and literature framework stresses that teachers should include opportunities for students to engage in frequent oral communication, as listening and speaking are skills that are essential for language development, learning and relating to others. In addition to emphasizing this in the language and literature course, the MYP requires that students also take a language acquisition course that supports the development of these same language skills. Language and literature teachers provide students with a variety of oral communication tasks, some of which are individual and others that are multi-speaker, interactive tasks.

Students engage in a variety of oral communication tasks through which they adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal language when indicated or appropriate. Additionally, similar oral communication skills are taught in language acquisition courses. In individuals and societies, students are required to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint® presentations, podcasts, animations and videos. In the sciences, students can also present their one world analysis through a multimedia presentation rather than through a written assignment.

Grade 6 - In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. The researching process plays an important role in the sixth grade curriculum, as students are required to write an in-depth research paper using multiple sources. Not only are they required to judge the validity of the sources used but be supported in linking their topic to the Significant Concept targeted in the unit of inquiry. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis.

Activities in these areas will include:

- Providing detailed summaries of texts.
- Determining the theme of a text and how it is conveyed.
- Describing how a particular story or play unfolds and how characters respond to plot developments.
- Using a range of reading strategies to determine the meaning of unknown words as they are used in a text.
- Comparing and contrasting various texts, including poems, stories, and historical novels.
- Understanding the figurative and connotative (implied) meaning of words and phrases.
- Identifying and evaluating specific claims or arguments in a text.
- Supporting written claims or arguments with clear reasons and relevant evidence.
- Producing clear and coherent writing appropriate to the task, purpose, and audience.
- Participating in class discussions about various texts and topics.
- Conducting short research projects to answer a question, drawing on several sources.

In grade six, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. The sixth grade speaker is expected to organize information, to use strategies, which engage the listener, like personal anecdotes and humor, and to use appropriate delivery skills. Working in collaborative and/or cooperative groups, enable students to refine their oral skills by sharing ideas, feelings and opinions in a supportive environment. Critical listening, and essential skills that enable the listener to evaluate the message of a speaker, is reinforced. Students practice concentration skills and active listening to recognize the propaganda and bias of the speaker. Many of these skills will be integrated into the performing arts such as reader's theatre, multi-lingual short plays, song writing and performance, and debate.

Grade 7 - Students will continue to develop the ability to cite relevant evidence when interpreting or analyzing a text or supporting their points in speaking and writing. Students will also build academic vocabulary as he or she reads more complex texts, including stories, plays, historical novels, poems, and informational books and articles.

Activities in these areas will include:

- Analyzing how the form or structure of a play or poem contributes to its meaning.
- Analyzing how particular elements of a story or play interact.
- Determining how an author develops and contrasts the points of view.
- Conducting short research projects, drawing on several sources.
- Identifying related questions for further research and investigation.
- Engaging in a range of classroom discussions on topics and texts.
- Expressing ideas clearly and building on the ideas of others.

- Identifying a speaker's argument and specific claims and evaluating the reasoning and evidence behind these claims.
- Using clues such as word roots or add-ons to a word (such as the prefix hyper to determine the meaning of a word).
- Interpreting figures of speech or references to literature or mythology in a text.
- Writing for a range of purposes and audiences.

In grade seven, students will read to learn information about history, the world, science, and other areas.

Writing tasks in grade seven may include stories, essays, reports, and persuasive papers. In writing, students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. Students provide a concluding statement or section that follows from and supports the information or explanation presented. Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Students use precise language and subject-specific vocabulary to inform or explain the topic.

Grade 8 - Students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims. They will also conduct research that will require the analysis of resources and accurate interpretation of literary and informational text.

Activities in these areas will include:

- Identifying what a reading selection explicitly says and drawing inferences based on evidence from the text.
- Analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- Evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
- Connecting information and ideas efficiently and effectively in writing.
- Analyzing the purpose of information presented in diverse media formats, such as video clips or interactive maps.
- Participating in class discussions on various topics, texts, and issues by expressing ideas and building on the ideas of others.
- Developing a large vocabulary of multi-use academic words and phrases.
- Interpreting figures of speech, such as puns or verbal irony, in context.

In accordance with IB standards for the MYP, by grade eight, students will be able to:

- Analyze the effects and purposes of the content, context, language, structure, technique and style of texts created by others. In order to achieve this objective, students need to read closely, make inferences, be able to cite specific textual evidence, identify central ideas and themes and assess how ideas, individuals and events develop over the course of a text.
- Understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts; understand and apply language and terminology in context; and analyze the effects of the author's choices on an audience.
- Compare and contrast works, and connect literary and non-literary features across and within genres
- Analyze and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations

Integration Across the Curriculum - In line with IB principles, ELA skills are reinforced in every subject. In sciences, students research and evaluate real-world applications of scientific principles. In individuals and societies, they design research questions and investigate historical or contemporary issues. In the arts, they write critical evaluations of their own and others' work. Oral communication skills are intentionally taught and assessed in both language and literature and language acquisition courses, ensuring students are equipped to listen actively, speak effectively, and collaborate productively.

English Language Development (core)

The English Language Development (“ELD”) program at GICS is designed to ensure that English Learners (“ELs”) acquire the academic English proficiency necessary for success across all subject areas. Instruction is based on the California English Language Development Standards (“CA ELD Standards”) and implemented through a combination of Designated ELD and Integrated ELD.

Designated ELD takes place in a dedicated instructional block where students are grouped by proficiency level to receive explicit language instruction tailored to their needs. Teachers use the EL Achieve Systematic ELD curriculum, which provides structured, research-based lessons in listening, speaking, reading, and writing that directly build English proficiency. Instruction is organized by assessed proficiency levels and follows a continuum of linguistic skills, ensuring that language development is targeted and intentional.

Systematic ELD lessons emphasize oral and written language through rigorous and relevant tasks and provide ample opportunities for structured and purposeful interaction. Units are designed to explicitly teach English as its own subject of study, using a functional language approach centered on essential purposes for communication. Students’ proficiency groupings are informed by multiple data points, including state ELPAC results, writing samples, oral language observations, and teacher assessments. Instruction builds background knowledge, introduces high-leverage language applicable to both real-life and academic contexts, and gradually releases responsibility to students as they progress.

Lessons are interactive, structured, and scaffolded, moving from abundant oral practice to authentic writing tasks. Instruction draws students' attention to how English works—including vocabulary, grammar, rhythm, pronunciation, colloquial expressions, and academic registers—so that students develop both fluency and accuracy in communication. This intentional and systematic approach allows students to progress along the continuum from Emerging to Bridging proficiency with confidence.

Integrated ELD occurs throughout the instructional day in all content areas. All teachers embed ELD strategies into lessons in English Language Arts, mathematics, science, social studies, and the arts to provide access to rigorous academic content while simultaneously developing students' English skills. Integrated ELD emphasizes purposeful interaction, collaborative conversations, and authentic academic tasks that require students to use discipline-specific language. Teachers provide language supports such as sentence frames, visual aids, structured peer interactions, and explicit attention to academic vocabulary in order to foster language growth in context.

To ensure consistency and effectiveness, GICS has adopted the EL Achieve curriculum as its foundational approach to ELD instruction. Each year, a new cohort of teachers is trained in EL Achieve strategies, with the long-term goal of having the entire instructional staff trained and implementing the framework. This professional development commitment ensures that language development strategies are not confined to ELD specialists alone but are embedded across the school's instructional program.

Mathematics (core)

GICS offers two mathematics pathways in the middle grades:

- a **Grade-Level path** that follows the grade level based McGraw-Hill Illustrative Mathematics sequence, and
- an **Accelerated path** that compresses three years of content into two, preparing students for Algebra 1 in Grade 8.

Placement in the accelerated path is determined through a holistic review of multiple data points, including prior report card grades, i-Ready diagnostic results, CAASPP mathematics scores, and teacher observations of student readiness and work habits. This process ensures students are prepared for the pace and rigor of acceleration while maintaining **equitable access** for all learners. Students demonstrating potential, even without a history of advanced placement, are considered based on evidence of readiness and growth, ensuring that opportunities for advanced coursework remain open and transparent.

All students, regardless of math path, receive instruction aligned to the California Common Core State Standards, the McGraw-Hill Illustrative Mathematics scope and sequence, and the IB Middle Years Programme mathematics objectives and criteria. Both math pathways provide instruction designed around the IB MYP mathematics framework, which emphasizes conceptual understanding, procedural fluency, and application within global and real-world contexts. The McGraw-Hill Illustrative Mathematics curriculum provides the coherent, standards-based sequence, while teachers adapt units to integrate IB concepts such as form, relationships, logic, and change, and to ensure assessments address the four IB MYP criteria: Knowing and

Understanding, Investigating Patterns, Communicating, and Applying Mathematics in Real-Life Contexts. Textbooks and online resources form the foundation of instruction, complemented by varied learning experiences that balance skills practice with complex problem solving. Complex problems typically involve authentic contexts requiring multiple steps and the application of more than one mathematical concept and may serve as performance-based assessments alongside traditional measures.

Instruction incorporates cooperative group activities to develop collaboration and communication skills, as well as opportunities to explore the history and cultural significance of mathematics, highlighting its impact on global events and its applications in addressing contemporary issues. These historical and contextual connections help students see the relevance of mathematics in their own lives and support the IB's goal of developing internationally minded learners who can apply knowledge in a variety of settings.

Grade-Level Math Path - In order to provide a coherent, standards-aligned (CCSS aligned) mathematics program, GICS utilizes McGraw-Hill's Illustrative Mathematics curriculum for grades 6–8 for the Grade-Level Path. The curriculum emphasizes conceptual understanding, procedural fluency, and real-world application in addition to recall and will develop quantitative and critical thinking skills through a combination of direct skills instruction, daily skills practice, activities to develop conceptual understanding and, at times, applications to real-world scenarios. Topics are carefully sequenced to build from foundational concepts in grade 6 through more advanced algebraic and geometric reasoning in grade 8. This vertical progression ensures that students revisit core ideas in increasingly sophisticated contexts, preparing them for success in high school mathematics and beyond.

In Grade 6, students focus on foundational concepts such as ratios and proportional relationships, fraction and decimal operations, area and surface area, expressions and equations, and introductory statistics and probability. Grade 7 builds on this by deepening proportional reasoning, introducing linear relationships and systems, exploring geometry including circles and the Pythagorean theorem, and expanding work with rational numbers and probability. Grade 8 emphasizes algebraic thinking and functions, transformations and similarity, advanced applications of the Pythagorean theorem, exponents and scientific notation, and analyzing bivariate data. Across all grades, concepts are taught in alignment with the IB MYP framework, ensuring connections between conceptual understanding, procedural fluency, and real-world application.

Accelerated Math Path - The accelerated sequence compresses the Grade 6–8 standards into two years to prepare students for Algebra 1 in Grade 8. In Grade 6 Accelerated Math, students complete all Grade 6 standards plus selected Grade 7 topics, including proportional relationships, circle geometry, and an introduction to linear equations. Grade 7 Accelerated covers the remaining Grade 7 standards and the full Grade 8 curriculum, including functions, transformations and similarity, advanced applications of the Pythagorean theorem, exponents and scientific notation, and analyzing bivariate data. In Grade 8 Accelerated, students complete Algebra 1, focusing on linear, quadratic, and exponential functions; systems of equations; and advanced data analysis. Throughout the accelerated program, instruction follows the IB MYP

mathematics framework, with an emphasis on conceptual understanding, problem-solving in real-world contexts, and performance-based assessment.

Grade 6–8 Mathematics Progression (McGraw-Hill Illustrative Mathematics)

Grade 6	Grade 7	Grade 8
Area & Surface Area	Scale Drawings	Rigid Transformations & Congruence
Introducing Ratios	Ratios	Dilations, Similarity & Slope
Unit Rates & Percentages	Linear Relationships	Linear Equations in One Variable
Dividing Fractions	Linear Equations & Systems	Linear Equations in Two Variables
Arithmetic in Base Ten	Functions & Volume	Associations in Data
Expressions, Equations & Inequalities	Expressions & Equations	Exponents & Scientific Notation
Angles, Triangles & Prisms	Exponents & Scientific Notation	Pythagorean Theorem & Irrational Numbers
Probability & Sampling	Pythagorean Theorem & Irrational Numbers	Functions
Putting It All Together	Putting It All Together	Putting It All Together

Accelerated Math Path Progression (McGraw-Hill Illustrative Mathematics)

Grade 6 Accelerated (Illustrative Mathematics)	Grade 7 Accelerated (Illustrative Mathematics)	Grade 8 Accelerated (Algebra 1 Readiness)
Areas & Surface Area	Proportional Relationships with Circles	Linear Equations in One & Two Variables
Ratios, Rates & Percentages	Percentage Increase & Decrease	Systems of Equations
Fractions & Decimals	Rational Numbers & Coordinate Plane	Functions
Equations & Expressions	Expressions, Equations & Inequalities	Transformations & Similarity

Proportional Relationships	Geometry: Angles, Triangles, and Pythagoras	Pythagorean Theorem & Irrational Numbers
Arithmetic in Base Ten	Exponents & Scientific Notation	Exponents & Scientific Notation (Review & Extension)
Data Sets, Distributions & Probability	Functions & Volume	Associations in Data
Putting It All Together	Putting It All Together	Putting It All Together

The math curriculum includes an online component with interactive practice for students, resources for students and teachers as well as videos related to each lesson. Independent and small group practice will also include the use of online math resources and games, providing students with opportunities to practice the skills taught during direct instruction.

Formative assessment in both math paths occurs daily and includes collected homework assignments, in-class student work, and investigations observed by teachers. Homework serves as an important formative tool and a window into each student’s conceptual understanding. Teachers collect and grade homework on a pass/fail basis according to clear criteria.

Teachers are encouraged to develop their own formative assessments, which may vary each year and be retained by students. Summative assessments occur in the form of quizzes, tests, or projects. When a unit includes both a quiz and a test, the quiz serves primarily as a formative measure; students may earn back points on quiz items by correctly answering comparable questions on the subsequent test. This approach, consistent with the IB MYP emphasis on ongoing feedback and reflection, ensures that assessment supports learning as well as measuring it.

Science (core)

The GICS middle school science program integrates the Pearson Elevate Science curriculum with the IB MYP science framework, fully aligned to the NGSS. Instruction emphasizes critical thinking, mastery of scientific inquiry methods, and preparation for success in post-secondary science education. Students develop essential skills in observing, identifying, measuring, and organizing data; applying mathematical concepts and formulas to interpret and solve problems; and progressing to higher-order skills such as evaluating and applying data, generating hypotheses, predicting outcomes, generalizing, and justifying conclusions.

Scientific thinking is nurtured as a developmental sequence involving cognitive processes observing – using the senses to gather information, communicating – representing ideas through speaking, writing, drawing, or modeling, comparing – making associations and recognizing patterns, Inferring – classifying, reasoning with “if/then” logic, and drawing conclusions, applying – developing strategies, testing, and proving scientific principles.

The curriculum uses a hands-on approach that encourages independent investigation and the development of scientific habits of mind. Students explore the history, applications, and impacts of science in real-world contexts, connect learning to potential careers, and examine the attitudes and preparation needed for success in those fields. This integration of conceptual understanding, inquiry skills, and real-world application supports the IB MYP aim of developing internationally minded learners who understand science as both a body of knowledge and a dynamic, problem-solving process.

Grade & Elevate Science Units	MYP Key Concepts	MYP Related Concepts	Global Context(s)
Grade 6 – Earth Science: Earth’s Systems; Weather & Climate; Ecology; Matter; Forces & Motion	Systems, Change, Relationships	Interaction, Energy, Environment	Scientific & Technical Innovation; Globalization & Sustainability
Grade 7 – Life Science: Cells & Heredity; Human Body Systems; Chemical Reactions; Energy Transfer; Waves	Form, Function, Relationships	Structure, Transformation, Models	Identities & Relationships; Scientific & Technical Innovation
Grade 8 – Physical Science: Evolution & Diversity; Genetics; Earth’s History; Astronomy; Forces & Energy	Change, Causality, Systems	Evidence, Patterns, Environment	Orientation in Space & Time; Scientific & Technical Innovation

Grade 6 Science: Earth & Physical Sciences - Students will study Earth and Physical Science topics, including plate tectonics, topography, weather and climate, energy transfer, and forces and motion. Students will learn that asking meaningful questions and conducting careful investigations are essential to scientific progress. They will:

- Use science process skills such as observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.
- Demonstrate skills in speaking, listening, writing, reading, graphing, and mathematics.
- Make connections between Earth/Space Science, Physical Science, Life Science, and Health.
- Recognize interdisciplinary connections with other subject areas.
- Communicate investigation steps and results in written and oral formats.

- Identify evidence supporting or challenging explanations.
- Investigate current significant scientific issues.
- Apply inquiry and problem-solving techniques in projects and investigations.
- Use the metric system, scientific equipment, and technology for quantitative measurements.
- Understand historical and current contributions of major scientists.
- Evaluate human responsibility toward natural resources.
- Establish the relevance of science to careers and real-life situations.
- Assess how science and technology improve daily life and prepare for the future.

MYP Criteria Alignment:

- Knowing and Understanding** – Identify and explain scientific concepts in Earth’s systems, energy, and forces.
- Inquiring and Designing** – Formulate questions, design investigations, select appropriate methods.
- Processing and Evaluating** – Organize and interpret data; evaluate evidence in relation to hypotheses.
- Reflecting on the Impacts of Science** – Assess environmental impacts and human responsibility.

Global Contexts:

- **Scientific and Technical Innovation** – Applications of measurement tools, models, and technology.
- **Globalization and Sustainability** – Climate systems, resource management, environmental stewardship.

Grade 7 Science: Life Sciences - Students will focus on Life Science, exploring cell biology, genetics, the structure and function of living systems, evolution, and anatomy and physiology of plants and animals. They will:

- Apply science process skills such as observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying.
- Demonstrate skills in speaking, listening, writing, reading, graphing, and mathematics.
- Connect Earth/Space Science, Physical Science, Life Science, and Health concepts.
- Recognize interdisciplinary connections with other subject areas.
- Communicate investigative steps and results in writing and orally.
- Identify evidence supporting or challenging explanations.
- Investigate current significant scientific issues.
- Apply inquiry and problem-solving techniques to projects and experiments.
- Use the metric system, scientific tools, and technology for precise measurements.
- Recognize historical and current contributions of major scientists.

- Evaluate human responsibility toward natural resources.
- Understand science’s role in career pathways and real-world applications.
- Assess how science and technology improve daily life and future prospects.

MYP Criteria Alignment:

- Knowing and Understanding** – Explain structures and processes in cells, genetics, and living systems.
- Inquiring and Designing** – Develop testable hypotheses; design controlled experiments.
- Processing and Evaluating** – Analyze data from investigations; identify sources of error; suggest improvements.
- Reflecting on the Impacts of Science** – Evaluate ethical implications of biotechnology and environmental issues.

Global Contexts:

- **Identities and Relationships** – Human health, anatomy, role of genetics in identity.
- **Scientific and Technical Innovation** – Advances in medicine, agriculture, biotechnology.

Grade 8 Science: Physical Sciences & Chemistry of Life - Students will study motion, forces, density and buoyancy, structure of matter, chemical reactions, and the periodic table, alongside Life Science topics such as the chemistry of living systems. They will:

- Plan and conduct investigations to test hypotheses.
- Evaluate data accuracy and reproducibility.
- Distinguish between variables and controls in experiments.
- Interpret linear graph slopes as constants in $y = kx$; apply to data analysis.
- Construct graphs and form quantitative statements about relationships.
- Apply formulas (speed = distance/time, density = mass/volume, force = pressure \times area, volume = area \times height).
- Distinguish between linear and nonlinear data relationships.
- Use science process skills (observing, communicating, comparing, ordering, categorizing, relating, inferring, applying).
- Demonstrate speaking, listening, writing, reading, graphing, and mathematics skills.
- Connect Earth/Space Science, Physical Science, Life Science, and Health concepts.
- Identify interdisciplinary connections.
- Communicate investigation steps/results in writing and orally.

- Identify evidence supporting or opposing explanations.
- Investigate current important scientific issues.
- Apply inquiry/problem-solving techniques in projects and experiments.
- Use metric measurement, scientific equipment, and technology effectively.
- Understand historical/current contributions of scientists.
- Evaluate human responsibility toward natural resources.
- Recognize science’s relevance to careers and its role in societal advancement.

MYP Criteria Alignment:

- A. **Knowing and Understanding** – Demonstrate understanding of physical laws, chemical structures, energy relationships.
- B. **Inquiring and Designing** – Plan and conduct multi-variable experiments in physics and chemistry.
- C. **Processing and Evaluating** – Apply mathematical relationships to data; identify patterns.
- D. **Reflecting on the Impacts of Science** – Evaluate influence of science/technology on society and environment.

Global Contexts:

- **Orientation in Space and Time** – Earth’s history, astronomy, cosmic systems.
- **Scientific and Technical Innovation** – Applications in engineering, energy systems, and materials technology.

Social Studies (core)

GICS delivers an inquiry-driven, standards-aligned program by integrating Savvas myWorld Interactive with the IB MYP Individuals & Societies framework. myWorld Interactive supports inquiry, project-based learning, and strong ELA connections; teachers adapt units to MYP Key Concepts (e.g., systems, change, global interactions) and assess using MYP Criteria A–D (Knowing & Understanding; Investigating; Communicating; Thinking Critically). Instruction explicitly targets Common Core literacy in history/social studies (reading informational texts; writing arguments/explanations; speaking & listening; disciplinary vocabulary) through source analysis, evidence-based writing, and structured academic discussion.

The social studies curriculum is designed both to impart information and develop a variety of skills, from interpretation of tables, charts, graphs and maps to comprehension of written and verbal material and critical analysis of that material through written and oral expression, library, document and Internet research skills. Teachers embed content knowledge within classroom activities that promote critical-thinking skills. Social studies teachers aim to help students to appreciate the achievement of past cultures as they affect contemporary situations. Students are expected to understand the development and expression of the national characteristics of a people as a product of their cultural environment. An emphasis is placed on

cause/effect relationships and the consequences of social, political, and economic developments. Beyond the mere learning of facts, students are guided toward dealing conceptually and philosophically, as appropriate to grade level, with applicable topics, so as to become astute critical thinkers and problem solvers as well as effective communicators of those thoughts. In this regard, students should be able to take their place as responsible, motivated participants in the American political and social landscape, able to analyze important and timely issues, and able to reach informed conclusions that will affect their futures.

In addition to lecture and discussion, learning activities may include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews and other techniques used by social science practitioners. Textbooks and on-line resources including the use of primary sources will be at the core of instruction, though learning activities will be varied to provide a balance of skills practice and more complex problem solving. The social studies curriculum is the hub of an integrated curriculum, connecting with the other disciplines thematically, pictorially, or through the introduction and discussion of major figures in the development of the sciences and humanities.

Grade 6: Sixth graders will study World History and Geography/Ancient Civilizations. This grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

Grade 7: Students will study World History and Geography/Medieval and Early Modern Times. This Grade seven course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

Grade 8: In eighth grade, students will study United States History and Geography: Growth and Conflict. This course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major

ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

MYP – Curriculum Alignment Table				
Grade & myWorld Interactive Units	MYP Key Concepts	Related Concepts	Global Context(s)	Common Core Literacy Focus (RH/WHST)
Gr 6 – World History: Ancient Civilizations Physical systems; Human systems; Culture; Economics & development; Regional case studies	Systems, Relationships, Sustainability	Resources, Governance, Perspective, Patterns	Globalization & Sustainability; Orientation in Space & Time	Cite textual/map evidence; explanations with data; domain vocabulary for spatial reasoning Savvas
Gr 7 – World History (Origins–Early Modern): Civilizations; Belief systems; Empires & trade; Innovation; Comparative case studies	Change, Causality, Culture	Identity, Conflict, Exchange, Innovation	Personal & Cultural Expression; Fairness & Development	Analyze primary/secondary sources; argument writing; integrate visuals/quant data_ Savvas
Gr 8 – Modern World History: Revolutions; Industrialization; Imperialism; WWI/WWII; Cold War; Globalization; Human rights	Global Interactions, Power, Conflict	Ideology, Sustainability, Governance, Equity	Globalization & Sustainability; Scientific & Technical Innovation	Research and synthesis; explanatory/argument writing; seminar discussion

Exploratories: The Arts & Design (core)

Throughout their years at GICS, students rotate through the IB MYP Arts (Visual Arts, Performing Arts) and Design subject groups, which include both traditional Product Design and Digital Design. This rotation ensures that all students experience a balanced exposure to multiple creative disciplines, as required by the IB MYP framework. In each exploratory course, students engage in inquiry-based learning, develop technical and conceptual skills, and create products or performances that reflect personal expression and real-world contexts. Assessment follows the IB MYP criteria for Arts and Design, fostering creativity, critical thinking, and problem-solving skills that connect to the broader academic program.

The Arts - In grades 6–8, the GICS Arts program—which includes both Visual Arts and Performing Arts—meets the California Arts Standards while fully aligning with the IB MYP Arts framework. Students engage in the artistic processes of creating, presenting, responding, and connecting, developing technical skills, creative expression, and cultural awareness.

Visual Arts provides experiences across a variety of media, from traditional practices such as painting, sculpture, ceramics, and architecture to contemporary forms enhanced by digital technology, time-based art, installation, and performance. Students learn how visual art has contributed to all cultures and societies throughout history, adding a creative and cultural dimension to their personal development.

Throughout the arts curriculum, students will:

- Demonstrate awareness of the art form studied, including the use of appropriate language.
- Demonstrate awareness of the relationship between the art form and its context.
- Use acquired knowledge to inform their artwork and demonstrate the application of skills and techniques to create, perform and/or present art.
- Demonstrate awareness of the links between the knowledge acquired and artwork created.
- Demonstrate the acquisition and development of the skills and techniques of the art form studied.
- Identify an artistic intention.
- Identify alternatives and perspectives.
- Demonstrate the exploration of ideas and a range and depth of creative-thinking behaviors.
- Identify connections between art forms, art and context, or art and prior learning.
- Recognize that the world contains inspiration or influence for art.
- Outline connections and transfer learning to new settings.
- Create an artistic response inspired by the world around them.
- Evaluate the artwork of self and others.

Performing Arts introduces students to performance disciplines and related practices, offering opportunities to explore techniques, stagecraft, ensemble work, and creative interpretation. Students engage with diverse performance traditions and contemporary approaches, develop rehearsal and production skills, and present work that communicates artistic intent to an audience.

Throughout the performing arts curriculum, students will:

- Demonstrate awareness of the discipline(s) studied, using appropriate terminology.
- Recognize the relationship between performance and its cultural or historical context.
- Apply acquired skills and techniques to rehearse, refine, and present performances.
- Develop and articulate a clear performance intention.
- Explore alternative interpretations and perspectives within performance work.

Instruction is inquiry-driven and situated within cultural, historical, and contemporary contexts. Students operate as artists and performers—researching, experimenting, and refining their work with craftsmanship and intentionality. Assessment follows the MYP’s four criteria—Investigating, Developing, Creating/Performing, and Evaluating—ensuring that students can analyze and interpret artistic works, communicate meaning, reflect on their creative process, and connect their work to personal, societal, and global perspectives.

Design - The MYP prepares students to be creative, skilled critical thinkers in a rapidly changing, globalized society. In the MYP, the Design subject group fosters problem-solving and innovation through the design cycle—inquiring and analyzing, developing ideas, creating the solution, and evaluating (IB, 2014). At GICS, students take both Design and Digital Design as distinct but complementary courses.

Product Design focuses on solving real-world problems through hands-on projects that integrate materials, tools, and processes from fields such as product design, engineering, architecture, and crafts. Students develop skills in conceptualizing, prototyping, and refining solutions that meet specific needs.

Digital Design emphasizes creating solutions using digital tools, systems, and technologies, with a focus on computational thinking and innovation. Depending on the grade level, students might engage in projects involving graphic design software, 3D modeling programs, coding environments, multimedia production, and robotics. Robotics projects allow students to design, build, and program autonomous systems, integrating skills in coding, electronics, and engineering design. Through these experiences, students learn to plan, produce, and present digital products that address authentic challenges, often combining hardware and software solutions.

In line with the MYP Design objectives—inquiring and analyzing, developing ideas, creating the solution, and evaluating—Digital Design provides a platform for students to develop technical fluency, problem-solving skills, and the ability to iterate and improve their work. The inclusion of robotics fosters collaboration, creativity, and applied STEM skills, preparing students for future studies and careers in technology, engineering, and computer science.

Both courses share the MYP Design objectives and criteria while offering different contexts for inquiry. The learning objectives emphasize essential knowledge, skills, and attitudes that enable students to investigate complex, authentic problems in varied settings.

While MYP subject areas are more distinct and specialized than in the PYP, the MYP continues to prioritize interdisciplinary inquiry as a foundation for developing solutions with wide-ranging applications. Design and Digital Design are particularly well-suited for interdisciplinary study, with natural connections to all other MYP subject areas. Examples include:

- Exploring relationships between athletic performance and technological innovation (Physical and Health Education)
- Applying scientific and aesthetic principles to inform product development (Sciences and Arts)
- Creating interactive multimedia products to communicate literary concepts (Language and Literature)
- Investigating the historical and cultural development of a product or system (Individuals and Societies)

The knowledge and skills developed in Design and Digital Design support the IB mission of learners taking meaningful action in the world. Students synthesize ideas from multiple disciplines, draw on diverse resources, and apply a broad range of skills to address both local and global challenges. These experiences prepare students for the MYP Community Project, for living and working in the 21st century, and for becoming engaged, responsible global citizens.

Physical Education & Health (core)

The curriculum for Physical & Health Education will be aligned with the goals expressed in the California Physical Education Model Content Standards and Frameworks as well as the philosophy and structure of the IB MYP. It is designed to develop movement skills and knowledge, foster a positive self-image, encourage physical, personal, and social development, and promote healthy living, social, and interpersonal skills.

Students will develop sensory and perceptual skills, locomotor and non-locomotor abilities, balance, eye-hand and general coordination, and will receive instruction in the rules and strategies of traditional games and sports. The program emphasizes strategy, cooperation, and fair play; the ability to work effectively in teams; and the appreciation and respect for the abilities of all peers without exclusion based on superficial or behavioral traits. Students will learn to take on both leadership and supportive roles in pursuit of common goals.

Most importantly, the curriculum encourages students to recognize and act upon the strong connections between physical, mental, and emotional well-being. The Grade 7 year will specifically prepare students for success on the California Physical Fitness Test. In accordance with the MYP, physical education will leverage the unique perspective of learning through the physical to build transferable ATL skills. It will foster IB Learner Profile attributes and engage with the MYP fundamental concepts of holistic learning, intercultural awareness, and effective communication. All instruction will be aligned to California Physical Education and Health Education standards.

This program follows a spiral design, where five core MYP Physical & Health Education topics repeat each year from Grades 6 through 8. Students revisit the same topics annually, but with progressively more complex skills, strategies, and concepts. Each topic integrates MYP Key Concepts such as Development, Change, Relationships, Communication, and Perspective, and is fully mapped to California Physical Education Standards (1–5) to ensure compliance and rigor.

This design ensures that every standard is addressed multiple times across different physical activity contexts—fitness, games, creative movement, and outdoor challenges—so students build not only technical skills but also tactical understanding, social responsibility, and creative expression. For example, in Fitness & Health, Grade 6 students learn foundational exercises and FITT basics, Grade 7 students apply training principles to create personal plans, and Grade 8 students design advanced programs and lead others. This consistent progression ensures students leave middle school with a strong skill set, a deep understanding of health and performance, and the interpersonal qualities to thrive in physical activity settings.

World Language (core)

GICS offers MYP Language Acquisition courses in German and Spanish in Phases 1 through 4, aligned with the IB framework and the State Standards for World Languages. Phase 1 focuses on developing novice-level receptive and productive skills, while Phase 4 equips students with the ability to interact and communicate in a variety of familiar and some academic contexts, consistent with State Standards expectations for intermediate proficiency.

Incoming students from outside the program who indicate no prior target language skills are not assessed and are automatically placed into beginner-level (Phase 1) German or Spanish. All other incoming students are assessed on entry to determine placement, ensuring that instruction is tailored to their proficiency. Students matriculating from the GICS German immersion program are not required to take a language placement test and continue in the appropriate phase of German World Language class.

Students may be reclassified in their fluency levels in German or Spanish and move up a phase/stage level following a reporting period when students have been assessed against all phase 6/stage 4 descriptors. The concept-based curriculum allows for students to move seamlessly into a higher phase/stage level provided that they have met the descriptors of the level they are moving from, the student's language level will allow them to be actively engaged in the class.

IB classifies Language Learners along six phases, which align with the four stages of California's World Language Standards ensuring consistent placement and progression tracking. GICS offers the first four stages of the IB MYP and the first 3 stages of the California World Language Standard Stages.

CA World Language Standards Stages	IB MYP Language Phases descriptor
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<p>Novice Low Descriptor Stage I (Formulaic): Learners understand and produce signs, words, and phrases. Students acquire information, recognize distinctive viewpoints, and further their discipline</p>	<p>Phase 1 Learners Identify basic facts, messages, main ideas and supporting details recognize basic conventions, engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. Identify basic facts, messages, main ideas and supporting details, recognize basic aspects of format and style, and author's purpose for writing, engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text, respond appropriately to simple short phrases, interact in simple and rehearsed exchanges, using verbal and non-verbal language, use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday, topics, communicate with a sense of audience, write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation, organize basic information and use a range of basic cohesive devices, use language to suit the context.</p>
<p>Stage II (Created): Learners understand and produce sentences and strings of sentences. Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. Students address topics related to self and the immediate environment,</p>	<p>Phase 2 and 3 Learners: Show understanding of information, main ideas and supporting details, and draw conclusions, understand conventions, engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions, show understanding of information, main ideas and supporting details, and draw conclusions understand basic conventions including aspects of format and style, and author's purpose for writing engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions, respond appropriately to spoken, written and visual text, interact in rehearsed and unrehearsed exchanges, express ideas and feelings, and communicate information in familiar and some unfamiliar situations, communicate with a sense of audience and purpose, write and speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation,</p>

	organize information and ideas and use a range of basic cohesive devices, use language to suit the context.
<p>Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs. Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. Students address concrete and factual topics related to the immediate and external environment</p>	<p>Phase 4 and 5 Learners: Analyze and draw conclusions from information, main ideas and supporting details, analyze conventions, engage with the spoken and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective, analyze and draw conclusions from information, main ideas and supporting details, analyze basic conventions including aspects of format and style, and author's purpose for writing, engage with the written and visual text by analyzing ideas, opinions and attitudes and by making a response to the text based on personal experiences a respond appropriately to spoken, written and visual text, engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance, express ideas, opinions and feelings, and communicate information in a wide range of situations, communicate with a sense of register, purpose and style and opinions from a global perspective.</p>

If the numbers are insufficient to run a class (less than 8 students), the students would be grouped into the highest appropriate phase/stage level where the teacher will differentiate the curriculum to meet the individual needs of the student.

Advisory (non-core)

The advisory program at GICS develops the whole student through social-emotional skill building, digital citizenship, and global competencies aligned with the IB MYP framework’s emphasis on ATL skills, personal well-being, and international-mindedness. SEL curricula such as Be Good People and Sanford Harmony provide structured opportunities to develop self-awareness, relationship skills, and responsible decision-making. GICS also integrates Digital Citizenship curricula such as Common Sense Education’s 6–8 into advisory classes, using interactive lessons and real-world examples to teach ethical online behavior, privacy awareness, media literacy, and respectful communication. Aligned with State Standards for ELA and digital standards, this curriculum equips students with the knowledge and skills needed to navigate the digital world responsibly.

The advisory program contributes to a positive and supportive school climate in which every student can reach their full potential. Through advisory, students and teachers develop closer relationships to create a safe space for personal learning activities such as social-emotional and academic skill building. Involvement and input into student government activities may occur

through advisory, and each student has a designated adult advocate for academic and personal concerns. By fostering connection, collaboration, and skill development, advisory supports GICS students in becoming self-motivated, balanced, and internationally minded learners.

How the Program Supports Technology Skills

Due to the inquiry-based nature of the PYP, the development of students' technology-related skills is essential to how they learn and work at GICS. While the State Standards outline the knowledge and content to be learned, these are viewed not as the ultimate goal but as a means to developing independent, self-directed learners. Research, critical thinking, communication, self-management, and social-emotional competence are emphasized as core skills for lifelong learning.

In the MYP, students build on this foundation by developing the effective and responsible use of technology as a tool for inquiry, creativity, and collaboration. From Grade 6 through Grade 8, they engage with digital resources to research, create, and refine their work across disciplines. Technology integration supports both individual learning and meaningful collaboration, while online platforms and assessments provide real-time feedback to guide continuous growth.

Across both PYP and MYP classrooms, teachers use technology daily as an instructional tool, incorporating visual aids and multimedia connected to current units and topics. Students and teachers regularly use computers and tablets for inquiry and research, drawing on multiple sources rather than a single textbook. Technology also supports small-group learning stations where students practice language and math skills through engaging educational applications.

All students are taught safe and responsible Internet use, effective research strategies, and the development of technology proficiencies through a variety of web-based applications, including Google Docs, Sheets, Slides, and Canva. Teachers integrate software and Internet resources to engage and excite learners, while also tailoring instruction to diverse learning styles. Internet access provides video, photo, and audio libraries to expand instruction, while computer-based simulations strengthen understanding of science through visualization and of social studies through interactive exploration. Language learning is enriched by software that provides contextualized practice and conversational opportunities.

Technology further enhances student expression, as learners publish writing, design presentations, and create publications such as brochures and posters. School-wide and state assessments are administered on computers and tablets, with teachers ensuring consistent opportunities to practice keyboarding and digital fluency so students are comfortable and proficient in demonstrating their learning.

Technology also expands opportunities for teacher feedback, student revision, and parent involvement in the education process. Online platforms reduce the time teachers spend to provide individual feedback. Students can submit homework electronically or ask the teacher questions privately via email. Word processing allows students to concentrate on the mechanics of truly learning to write clearly and effectively while they edit their work - a crucial life skill. Further, recent studies have found that students who write and redraft on computers tend to produce more and higher quality writing than their counterparts who do not. Spreadsheet programs and math software allow students to explore quantitative reasoning

concepts. In many applications, technology can help to create communities comprised of students, teachers, parents or composite groups, allowing computer-based learning to be a social activity, where participants are active learners.

Technology also will be leveraged for operational support and efficiencies, including Power School (student information system), Google Apps (cloud-based documents, email, calendar, etc.), Charter Vision (provided by back-office services provider for real-time financial management), and Toddle, (an IB curriculum planning and documentation management system).

Intervention & Enrichment (“INE”)

Goethe International Charter School is an inclusive international school, open to all students irrespective of race, sex, sexual orientation, religion, ethnicity, national origin, gender, disability, or any other protected classification. The Charter School is prepared to meet the needs of various student populations, including English Learners, gifted students, at-promise or below-grade-level students, and students with special education needs.

At GICS, intervention is grounded in a MTSS that aligns with the IB PYP and MYP philosophy and state requirements. All students receive high-quality, differentiated Tier 1 instruction in the general education classroom, with ongoing formative assessments guiding instructional decisions. Teachers are trained to check for understanding and re-teach as part of core instruction. Students needing re-teaching receive additional time with the teacher while advanced and on-pace students extend their learning through enrichment activities. While most students progress using core instructional materials and strategies for differentiation, some may benefit from supplemental programs.

Students identified through universal screeners, such as i-Ready or other benchmark assessments, as needing additional support receive Tier 2 targeted intervention support, while those with significant or persistent learning gaps receive Tier 3 intensive, individualized support through the Support and Progress Team (“SSPT”) or IEPs.

Data Analysis

After each benchmark assessment and key formative checkpoint, teachers, intervention specialists, and administrators meet to review student performance, identify areas of strength and need, and plan appropriate instructional responses. Students also take part in age-appropriate reflection during advisory or INE classes, using their assessment results to set goals and develop action steps for improvement.

Intervention and enrichment are guided by an ongoing process of planning, implementation, monitoring, and adjustment. Teachers design strategies to address learning needs, deliver targeted support or advanced challenges, track progress through assessments and observations, and make timely adjustments to instruction or grouping to ensure every student continues to grow.

Also, after each benchmark assessment and throughout the curricular learning, students reflect on their learning, set goals, and take ownership of their progress, fostering both academic growth and the development of lifelong learning skills.

In PYP, Tier 2 Intervention sessions are delivered through push-in and pull-out support during class time. In MYP, intervention is provided during INE classes to preserve full access to core instruction. Placement in INE classes is determined by careful analysis of student performance data. Students requiring additional support receive targeted interventions, while those not in need of intervention participate in enrichment classes where they extend their learning through advanced projects, inquiry-based challenges, and opportunities for creativity and collaboration. This structure ensures that all students receive personalized support to either close learning gaps or deepen and enrich their academic experience.

Progress is monitored regularly, with teachers, intervention specialists, and families collaborating to adjust supports. This cyclical, data-driven approach ensures that every student has the opportunity to meet and exceed grade-level expectations while developing the IB learner profile attributes of reflection, balance, and self-management.

Academic interventions are paired with social-emotional learning strategies in advisory classes to address the whole child, recognizing that motivation, self-management, and executive function are critical to success in the middle years. Progress is monitored regularly, with teachers, intervention specialists, and families collaborating to adjust supports.

Student Support and Progress Team

Students who are not demonstrating academic success may be referred to the SSPT, composed of teachers, parents/guardians, and school administrators. Referrals can be made by a teacher, parent, or administrator. The SSPT's purpose is to identify challenges early, design individualized support strategies, and monitor student progress.

SSPT Protocol

1. **Early Identification** – Recognize at-risk students using academic assessments, multiple measures, and teacher judgment.
2. **Parent Communication** – Provide consistent, effective communication with parents regarding academic challenges.
3. **SSPT I: Teacher/Grade-Level Meetings** – Collaborate to design and implement targeted interventions.
4. **Implementation** – Consistently apply agreed-upon strategies, which may include academic interventions, additional support, preferential seating, modified assignments, extended time for work/tests, or behavior plans.
5. **SSPT II: Parent Conference** – Meet with teacher(s), principal, and support staff to review effectiveness of interventions, discuss achievement deficiencies, and plan next steps.
6. **Monitoring** – Continuously evaluate student progress and refine interventions.
7. **SSPT III: Referral for Assessment** – If substantial academic difficulties persist, refer for formal evaluation with parent permission, develop an assessment plan, and collaborate with District special education staff as needed.

IEP Development and Implementation – If the student qualifies, the Charter School will meet with parents to review results, create an IEP, and provide identified services in alignment with District, State, and Federal policies.

Enrichment Opportunities

All students in the PYP are offered enrichment activities throughout the school year as part of the UoI. Inquiry-based learning emphasizes engaging, real-life, hands-on experiences, such as planting a garden, role-playing, or conducting experiments. Teachers enhance classroom instruction with field trips, guest speakers, demonstrations, videos, school assemblies, and current events, while also encouraging parents and students to contribute artifacts and expertise.

The PYP curriculum is guided by students' interests, needs, and questions, allowing teachers to respond to spontaneous teachable moments. Enrichment tasks may include independent study projects, online research, or other advanced challenges. The universal and real-world focus of UoI supports learning that extends beyond the classroom. A hallmark of successful inquiry is student-initiated action, such as further research, behavior changes, or advocacy at home and in the community—demonstrating that the curriculum fosters curiosity, enrichment, and independent action.

All students in the MYP engage in enrichment opportunities that extend learning beyond the classroom and support deeper exploration of unit concepts and global contexts. Inquiry in the MYP emphasizes authentic, real-world applications, such as designing experiments, developing service projects, conducting interviews, creating multimedia products, or engaging in debates and simulations. Teachers enhance instruction with field trips, guest speakers, demonstrations, and current events, while also encouraging students to contribute their own experiences, perspectives, and expertise.

The MYP curriculum is designed to be flexible and responsive, guided by students' interests, needs, and questions. Enrichment may take the form of independent or collaborative projects, extended research, or creative challenges that allow students to explore concepts at greater depth. This approach emphasizes the universal and real-world relevance of learning, while fostering critical thinking, communication, and collaboration. A hallmark of successful MYP inquiry is student-initiated action—such as extended research, advocacy, or service in the community—demonstrating that the curriculum cultivates curiosity, independence, and meaningful engagement with the world.

Independent Study

Independent Study is available for students who miss school for any reason, i.e. illness, appointments, vacation, etc. A student who has an Independent Study Contract is absent from school, but upon completion of the contract the student will receive attendance credit and those days will not show up on their report card as absences. If the contract is not completed within the expected time frame, the contract is considered incomplete, and the absences will be reflected on the report card.

Independent Study is optional, but it needs to be requested. If a student misses 1 or more consecutive days they may be offered an Independent Study Contract. Assignments given for the contract is schoolwork assigned by the teacher that is grade level appropriate and corresponds to what the student is doing in class. However, Independent Study does not take the place of class learning with teacher guidance, nor does it account for social and emotional learning. Also, there may be some projects, done in class, that will still need to be completed upon the students return to school even if they complete the assignments on the Independent Study Contract. Independent Study Contracts must be signed by both student and parent, as well as the supervising teacher and the certificated staff member responsible for the student’s special education program, if applicable. Students who are on independent study should be working on assignments daily while they are out so that they can be turned in upon their return to school. Students do have up to 15 days after returning to school to complete and turn in assignments. This enables students who are sick to recover before tackling schoolwork. Toward the end of the school year assignments will need to be completed before the last week of school in order to be reflected on the report card for grades and attendance.

If Independent Study is being requested for more than 2 weeks at one time it will first need to be approved by the teacher and the Principal. Students on extended Independent Study will be provided contracts in increments of 2 weeks at a time. Those students will need to complete and turn in work each week to show they are actively doing assignments in order for Independent Study to continue past each two week period. Students on extended Independent Study who do not complete the current contract in a timely manner will not be offered a continuing contract and run the risk of being disenrolled from the Charter School.

Comprehensive Course List (6-8 Only)

Subject	Grade 6	Grade 7	Grade 8
English Language Arts	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Mathematics	Grade 6 Math <i>or</i> Accelerated Math (Grade 6/7)	Grade 7 Math <i>or</i> Pre-Algebra	Grade 8 Math <i>or</i> Algebra I
History/Social Science	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	US. History and Geography: Growth and Conflict
Science	Earth Science	Life Science	Physical Science
World Language	Phase 1, 2, 3 or 4 German or Spanish Acquisition	Phase 2, 3 or 4 German or Spanish Acquisition	Phase 3 or 4 German or Spanish Acquisition

Exploratories	Visual Arts I, Performing Arts I, Design I and Digital Design I	Visual Arts II, Performing Arts II, Design II and Digital Design II	Visual Arts III, Performing Arts III, Design III and Digital Design III
P.E. / Health	P.E. Health	P.E. Health	P.E. + Health
Advisory	6th grade SEL	7th grade SEL	8th grade SEL

Transitional Kindergarten

As of the current policy framework under the phased-in Universal TK expansion, all children who turn four years old on or before September 1 of the school year are eligible for TK beginning in 2025–26 and each school year thereafter.

At GICS, the Transitional Kindergarten classroom continues to provide a distinct and developmentally appropriate learning environment, crafted to support the youngest learners as they build the social, emotional, cognitive, and early academic foundations needed for success in Kindergarten and beyond.

TK is an early childhood education program that builds a bridge between the preschool years and traditional Kindergarten. With increasing academic demands and structure in Kindergarten, TK prepares young children for these demands by focusing on social-emotional development and providing a strong emphasis on self-regulation and social engagement. Alongside the core subject areas of literacy, math, history-social science and science, students’ social-emotional skills are developed through whole group instruction and activities, small group instruction, and independent, hands-on learning. The Charter School shall adhere to legal requirements for classroom size and adult to student ratios for TK, as set forth in Education Code Section 48000(g).

Kindergarten readiness and social-emotional skills are developed through structured and unstructured opportunities for students to build socialization and communication skills. To accomplish this, the TK teachers implement learning centers to provide opportunities for play and discovery, as well as foster curiosity, problem solving and inquiry.

While the focus is on developing students’ social-emotional and communication skills in TK, it is also important that students are prepared for the Dual Immersion program which begins in Kindergarten. To support this transition, in addition to their instruction in English, TK students receive instruction in German, from a Bilingual, Crosscultural, Language and Academic Development (“BCLAD”) credentialed German teacher. The TK German teacher provides direct instruction in a hands-on and interactive setting, similar to the way the rest of the school day is structured in TK. In order to ensure that students receive German instruction in a variety of subject areas and situations, students will receive German instruction in both whole group games and activities that focus on building vocabulary as well as small group instruction in German at their language level.

Academic Calendar & Schedules

GICS will operate on a 180-day instructional calendar, divided into semesters. GICS will exceed the number of annual instructional minutes for each grade span as set forth in Education Code Section 47612.5. Students will have a minimum day dismissal once a week for teacher Professional Development. In addition to these weekly PD sessions, teachers have additional days devoted to professional development, in preparation for the school year and strategically placed throughout the year.

The following are the 2026-27 and 2027-28 proposed school calendars:

GICS 2027-2028 ACADEMIC CALENDAR (Board Approved 04/28/2025)

Jul-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
Aug-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T
Sep-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	
	X	X																													
Oct-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S
	X																														
Nov-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	
	X	X	X	X	X																										
Dec-27	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F
	X	X	X																												
Jan-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M
Feb-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		
	X	X	X	X																											
Mar-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F
	X	X	X																												
Apr-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	
May-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W
	X	X	X	X	X																										
Jun-28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	
	X	X																													

X DAYS ON TRACK *T NEW TEACHER ORIENTATION X MINIMUM DAYS
 DAYS OFF TRACK LEGAL/LOCAL HOLIDAY - school closed
T TEACHER WORK DAYS - no student attendance RECESS - school closed WEEKENDS
 UNASSIGNED DAYS - school closed PC PARENT-TEACHER-CONFERENCES - SHORT DAYS

<u>IMPORTANT DATES</u>			
8/9/2027	First Day of Instruction	1/10/2028	Teacher Work Day (no student attendance)
9/3/2027	Admission Day	1/17/2028	Dr. Martin Luther King, Jr.'s Birthday
9/6/2027	Labor Day	2/21 - 2/25/2028	Mid-Winter Recess
9/27/2027	Teacher Work Day (no student attendance)	3/31/2028	Teacher Work Day (no student attendance)
10/11/2027	Unassigned Day	4/10 - 4/14/2028	Spring Recess
11/11/2027	Veterans' Day	4/24/2028	Unassigned Day
11/22 - 11/26/2027	Thanksgiving Recess	5/29/2028	Memorial Day
12/20/2027 - 1/7/2028	Winter Recess	6/9/2028	Last Day of Instruction

Sample Daily Schedules

Students attend PE during the instructional day. TK/K students receive at least 30 minutes of PE per week. Students in grades 1-5 receive 100 minutes of PE per week.

Art is considered part of the instructional day. TK/K students receive at least 45 minutes of art per week. Students in grades 1-5 receive at least 90 minutes of art per week.

In the Middle School, students attend 200 minutes of PE as well as 180 minutes of art per week.

GICS has early release days for Parent Teacher Conferences (“PTC”) and Student Led Conferences (“SLC”). There are two different dismissal times for PTCs and SLCs.

Regular Day

Start Time	Transitional Kindergarten	Instructional Minutes
8:15-9:00	Language Arts	45
9:00-9:20	Recess	20
9:20-10:20	Math	60
10:20-11:05	Lunch & Recess	25 (recess)
11:05-12:55	Language Arts (w/ Integrated ELD) & Designated ELD	110
12:55-1:15	Recess	20
1:15-2:15	UOI (Social Studies, Science)	60
<i>TOTAL</i>		<i>340</i>

Start Time	Kindergarten	Instructional Minutes
8:15-9:25	Language Arts	70
9:25-9:45	Recess	20
9:45-10:45	Math	60
10:45-11:30	Lunch & Recess	25 (recess)

11:30-1:15	Language Arts (w/ Integrated ELD) & Designated ELD	105
1:15-1:35	Recess	20
1:35-2:15	UOI (Social Studies, Science)	40
<i>TOTAL</i>		<i>340</i>

Start Time	1st & 2nd Grade	Instructional Minutes
8:10-9:30	Language Arts	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:15	Language Arts (w/ Integrated ELD) & Designated ELD	105
1:15-1:35	Recess	--
1:35-2:40	UOI (Social Studies, Science)	65
<i>TOTAL</i>		<i>325</i>

Start Time	3rd, 4th & 5th Grade	Instructional Minutes
8:10-9:30	Language Arts	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:35	Language Arts (w/ Integrated ELD) & Designated ELD	125
1:35-1:55	Recess	--
1:55-2:50	UOI (Social Studies, Science)	55

<i>TOTAL</i>	335
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Middle School periods:

Start Time	6th, 7th, 8th grade	Instructional Minutes
8:05-8:50	Period 1	45
8:50-9:35	Period 2	45
9:40-10:25	Period 3	45
10:25-10:25	Nutrition	
10:40-11:25	Period 4	45
11:25-12:05	Period 5	40
12:10-12:50	Lunch	
12:55-1:55	Period 6	60
2:00-2:55	Period 7	55
<i>TOTAL instructional minutes</i>		335

MYP: Number of periods and instructional minutes per subject and week

# of Periods (45 min) per week	6th, 7th, 8th grade	Instructional Minutes
5	Language Arts (w/ Integrated ELD) & Designated ELD	225
5	Math	225
5	Social Studies (MYP: Individuals and Society)	225
5	Science	225
4	PE: 2 periods at 45 min, 2 periods of 55-60 min	200
4	Exploratories (Arts and Design)	180
2	Foreign Language, periods of 55-60 min	110-120
1	Advisory	45

<i>TOTAL weekly minutes</i>	<i>1,438 minutes</i>
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Example weekly schedule 6th grade:

Time	6A - PHASE 1 + 4 (Spanish) Semester 1				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:50	ELA Crosta (55)	8:05-9:00 am Ind & Soc Crosta (55)	Digital Design Bradley (55)	ELA Crosta (55)	Ind & Soc Crosta (55)
8:50-9:35	ELA Crosta (55)	9:05-10:00 am Science Landeors (56)	Digital Design Bradley (55)	ELA Crosta (55)	Ind & Soc Crosta (55)
9:40-10:25	PE (field)		Math Landeros (56)	PE (field)	ELA Crosta (55)
<i>NUTRITION</i>	<i>10:25-10:35</i>	<i>10:00-10:15</i>	<i>10:25-10:35</i>	<i>10:25-10:35</i>	<i>10:25-10:35</i>
10:40-11:25	Math Landeros (56)	10:20-11:15 Language (55 Spanish/56 German)	Math Landeros (56)	Science Landeros (56)	Science Landeros (56)
11:25-12:05	Math Landeros (56)	11:20-12:15 PE (field)	Science Landeros (56)	Math Landeros (56)	Science Landeros (56)
<i>LUNCH</i>	<i>12:10-12:50</i>	<i>12:15-12:55</i>	<i>12:10-12:50</i>	<i>12:10-12:50</i>	<i>12:10-12:50</i>
12:55-1:55	Visual Arts Bradley (56)	12:55-1:40 Advisory Crosta (55)	INE (28+29 Math, 30+31 ELA)	Ind & Soc Crosta (55)	PE (field)
2:00-2:55	Visual Arts Bradley (56)		Language (55 Spanish/56 German)	Ind & Soc Crosta (55)	INE (28+29 Math, 30+31 ELA)

Example weekly schedule 7th grade:

Time	7a - Phase 1 + 4 Spanish Semester 1				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:50	DANCE Tongu (black box)	8:05-9:00 am ELA Tongu (32)	Math Reitsam (29)	Math Reitsam (29)	Math Reitsam (29)
8:50-9:35	Ind & Soc Eckstrom (30)	9:05-10:00 am Science Swann (28)	Math Reitsam (29)	Ind & Soc Eckstrom (30)	Math Reitsam (29)
9:40-10:25	Ind & Soc Eckstrom (30)		DANCE Tongu (black box)	Ind & Soc Eckstrom (30)	PE (field)
NUTRITION	10:25-10:35	10:00-10:15	10:25-10:35	10:25-10:35	10:25-10:35
10:40-11:25	ELA Tongu (32)	10:20-11:15 Language (55 Spanish/56 German)	PE (field)	Visual Arts Bradley (32)	ELA Tongu (32)
11:25-12:05	ELA Tongu (32)	11:20-12:15 PE (field)	Ind & Soc Eckstrom (30)	Visual Arts Bradley (32)	ELA Tongu (32)
LUNCH	12:10-12:50	12:15-12:55	12:10-12:50	12:10-12:50	12:10-12:50
12:55-1:55	Science Swann (28)	1:00-1:40 Advisory Swann (29)	INE (28+29 Math, 30+31 ELA)	Science Swann (28)	PE (field)
2:00-2:55	Science Swann (28)		Language (55 Spanish/56 German)	Science Swann (28)	INE (28+29 Math, 30+31 ELA)

Example weekly schedule 8th grade:

Time	8A - Phase 1 + 4 Spanish Semester 1				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:05-8:50	Ind & Soc Eckstrom (30)	8:05-9:00 am Science Swann (29)	Science Swann (29)	Ind & Soc Eckstrom (30)	Science Swann (29)
8:50-9:35	Math Reitsam (28)		Science Swann (29)	Math Reitsam (28)	Science Swann (29)
9:40-10:25	Math Reitsam (28)	9:05-10:00 ELA Allen (31)	Ind & Soc Eckstrom (30)	Math Reitsam (28)	Product Design Tongu (32)
<i>NUTRITION</i>	10:25-10:35	10:00-10:15	10:25-10:35	10:25-10:35	10:25-10:35
10:40-11:25	ELA Allen (31)	10:20-11:15 Language (55 Spanish/56 German)	Math Reitsam (28)	Product Design Tongu (32)	Ind & Soc Eckstrom (30)
11:25-12:05	ELA Allen (31)	11:20-12:15 PE (field)	Visual Arts Bradley (31)	ELA Allen (31)	Ind & Soc Eckstrom (30)
<i>LUNCH</i>	12:10-12:50	12:15-12:55	12:10-12:50	12:10-12:50	12:10-12:50
12:55-1:55	Visual Arts Allen (31)	12:55-1:40 Advisory Eckstrom (30)	INE (28+29 Math, 30+31 ELA)	ELA Allen (31)	PE (field)
2:00-2:55	PE (field)		Language (55 Spanish/56 German)	PE (field)	INE 28+29 Math, 30+31 ELA

Minimum Day

Start Time	Transitional Kindergarten	Minimum Day Instructional Minutes
8:15-9:25	Language Arts	70
9:25-9:45	Recess	20
9:45-11:00	Math	75
11:00-11:45	Lunch & Recess	25 (recess)
11:45-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	45

12:30-12:45	Recess	15
12:45-1:15	UOI (Social Studies, Science	30
<i>TOTAL</i>		280

Start Time	Kindergarten	Minimum Day Instructional Minutes
8:15-9:00	Language Arts	45
9:00-9:20	Recess	20
9:20-10:15	Math	55
10:15-11:00	Lunch & Recess	25 (recess)
11:00-12:45	Language Arts (w/ Integrated ELD) & Designated ELD	105
12:45-1:00	Recess	15
1:00-1:15	UOI (Social Studies, Science	15
<i>TOTAL</i>		280

Start Time	1st & 2nd Grade	Minimum Day Instructional Minutes
8:10-9:30	Language Arts	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:15	Language Arts (w/ Integrated ELD) & Designated ELD	105
1:15-1:35	Recess	--

1:35-1:40	UOI (Social Studies, Science)	5
<i>TOTAL</i>		265

Start Time	3rd, 4th & 5th Grade	Minimum Day Instructional Minutes
8:10-9:30	Language Arts	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:40	Language Arts (w/ Integrated ELD) & Designated ELD	110
<i>TOTAL</i>		265

Start Time	6th, 7th, 8th grade	Minimum Day Instructional Minutes
8:05-9:00	period 1	55
9:05-10:00	period 2	55
10:00-10:15	recess	
10:20-11:15	period 3	55
11:20-12:15	period 4	55
12:15-12:55	lunch	
12:55-1:40	period 5	45
<i>TOTAL</i>		265

Early Release during Parent-Teacher Conferences:

Start Time	Transitional Kindergarten	Early Release Day Instructional Minutes
8:15-9:25	Language Arts	70
9:25-9:45	Recess	20
9:45-11:00	Math	75
11:00-11:45	Lunch & Recess	25 (recess)
11:45-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	45
<i>TOTAL</i>		235

Start Time	Kindergarten	Early Release Day Instructional Minutes
8:15-9:00	Language Arts	45
9:00-9:20	Recess	20
9:20-10:15	Math	55
10:15-11:00	Lunch & Recess	25 (recess)
11:00-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	90
<i>TOTAL</i>		235

Start Time	1st & 2nd Grade	Early Release Day Instructional Minutes
8:10-9:30	Language Arts/Science/Social Studies	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--

11:30-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	60
<i>TOTAL</i>		215

Start Time	3rd, 4th & 5th Grade	Early Release Day Instructional Minutes
8:10-9:30	Language Arts/Science/Social Studies	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	60
<i>TOTAL</i>		215

Start Time	6th, 7th, 8th grade	Early Release Day Instructional Minutes
8:05-8:50	period 1	45
8:50-9:35	period 2	45
9:40-10:25	period 3	45
10:25-10:35	recess	
10:40-11:25	period 4	45
11:25-12:30	period 5	65
<i>TOTAL</i>		245

Early Release during Student-led Conferences:

Start Time	Transitional Kindergarten	Early Release Day Instructional Minutes
8:15-9:25	Language Arts	70
9:25-9:45	Recess	20
9:45-11:00	Math	75
11:00-11:45	Lunch & Recess	25 (recess)
11:45-12:30	Language Arts (w/ Integrated ELD) & Designated ELD	45
12:30-12:45	Recess	15
12:45-1:15	UOI (Social Studies, Science)	30
<i>TOTAL</i>		<i>280</i>

Start Time	Kindergarten	Early Release Day Instructional Minutes
8:15-9:00	Language Arts	45
9:00-9:20	Recess	20
9:20-10:15	Math	55
10:15-11:00	Lunch & Recess	25 (recess)
11:00-12:45	Language Arts (w/ Integrated ELD) & Designated ELD	105
12:45-1:00	Recess	15
1:00-1:15	UOI (Social Studies, Science)	15
<i>TOTAL</i>		<i>280</i>

Start Time	1st & 2nd Grade	Early Release Day Instructional Minutes
8:10-9:30	Language Arts/Science/Social Studies	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:25	Language Arts (w/ Integrated ELD) & Designated ELD	115
<i>TOTAL</i>		270

Start Time	3rd, 4th & 5th Grade	Early Release Day Instructional Minutes
8:10-9:30	Language Arts/Science/Social Studies	80
9:30-10:45	Math	75
10:45-11:30	Lunch & Recess	--
11:30-1:25	Language Arts (w/ Integrated ELD) & Designated ELD	115
<i>TOTAL</i>		270

Start Time	6th, 7th, 8th grade	Early Release Day Instructional Minutes
8:05-8:50	period 1	45
8:50-9:35	period 2	45
9:40-10:25	period 3	45
10:25-10:35	recess	
10:40-11:25	period 4	45
11:25-12:05	period 5	40

12:10-12:50	lunch	50
12:50-1:25	period 6	35
<i>TOTAL</i>		<i>305</i>

Instructional Days & Minutes Calculator

The annual calendar includes 180 days of instruction, with 131 regular days and 49 minimum days. Students in all grades receive instructional minutes that substantially exceed the minimum number required for charter public schools according to Education Code Section 47612.5. The difference between the minimum number of instructional minutes required by the state and the instructional minutes provided by GICS is set forth below.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	131	340	40	280	5	235	4	280	180	36000	58035	22035
1	Yes	131	325	40	255	5	215	4	270	180	50400	54930	4530
2	Yes	131	325	40	265	5	215	4	270	180	50400	55330	4930
3	Yes	131	335	40	265	5	215	4	250	180	50400	56560	6160
4	Yes	131	335	40	265	5	215	4	250	180	54000	56560	2560
5	Yes	131	335	40	265	5	215	4	250	180	54000	56560	2560
6	Yes	131	355	40	280	5	230	4	265	180	54000	59915	5915
7	Yes	131	355	40	280	5	230	4	265	180	54000	59915	5915
8	Yes	131	355	40	280	5	230	4	265	180	54000	59915	5915
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

Ongoing Professional Development

GICS implements a comprehensive professional development program to ensure teachers have the skills, strategies, and resources needed to support student success. Teachers are recognized as front-line leaders in student achievement and are held accountable for their own professional growth.

Professional development at GICS is grounded in the Charter School’s strategic plan and closely aligned with the LCAP, ensuring that daily instructional practices reflect the Charter School’s vision and goals. Teachers revisit the LCAP regularly, integrating feedback from the ELAC, PAC, and Middle School Student Advisory Council.

Most professional development is delivered by the Administration, the IB Coordinator, and GICS staff, with additional providers contracted as needed to address specific areas for growth. Beyond the weekly minimum-day sessions dedicated to instructional support, the Charter School’s financial plan includes one full week of planning and professional learning prior to the start of the academic year.

Ongoing professional development is a cornerstone of the GICS instructional model, designed to equip teachers with the skills needed to deliver the proposed program effectively. It is grounded in reflective practice, collaborative problem-solving, meaningful data analysis, and thoughtful dialogue about instruction (Lieberman). These opportunities give teachers dedicated time to explore and refine their practice, study student performance data at both the individual and group level, identify and implement best practices, and ensure accountability for achieving school-wide goals in the following areas:

- **The IB educational model and lesson design:**

The IB Coordinator and Principals lead professional development in the PYP and MYP to help build a school culture that incorporates the IB attributes of being reflective, inquirers, communicators, caring, risk-takers, open-minded, knowledgeable, thinkers, principled and balanced. Teachers will attend IBO approved training to understand the components of the PYP and MYP as well as explore the development of units.

IB training includes required workshops for authorization, a focus on the IB Learner Profile, and ATL skills, as well as strategies for inquiry-based instruction and higher-order questioning techniques.

- **State Standards** mastery and curriculum alignment:

This area of staff development is designed to 1) ensure all teachers know the State Standards in all content areas, 2) align all curriculum (including instruction in foreign languages) to address the standards both horizontally and vertically, 3) develop appropriate scope and sequence of alignment, and 4) train staff on the state adapted textbooks and curriculum that support the standards.

Core content training equips all teachers with a thorough understanding of the State Standards across all subject areas—including foreign language—and ensures horizontal and vertical curriculum alignment. This process includes developing scope and sequence documents and training in the use of state-adopted instructional materials.

- Differentiated instructional strategies for all learners, including **ELs** and **Special Education students:**

Differentiated instruction is addressed through training on strategies to meet the needs of diverse learners, including gifted students, at-risk learners, and students requiring additional math or technology support. Teachers also receive training in classroom management, student engagement, and psycho-social development to create a positive, inclusive learning environment that fosters self-monitoring and reflection. In addition, staff are trained to work effectively in a full inclusion model for special education, including collaborative planning with special education personnel.

Supporting English Learners is a central focus, with teachers receiving training in E.L. Achieve for Designated ELD, GLAD for integrated ELD, and the Sheltered Instruction Observation Protocol (“SIOP”) to embed language objectives into content instruction. Professional development also emphasizes the effective use of student achievement data—such as CAASPP, i-Ready benchmarks, classroom assessments, and report cards—

to inform instruction, guide differentiated grouping, and design targeted intervention or enrichment.

- Data-driven instruction based on continuous review of student achievement data:

Following each benchmark assessment and key formative checkpoint, teachers, intervention specialists, and administrators engage in facilitated professional learning sessions—structured “data chats” designed to build teacher capacity in data analysis, instructional planning, and differentiation. During these sessions, educators learn to interpret individual student results, identify class-wide trends, and collaboratively select evidence-based instructional responses.

To extend learning into practice, professional development incorporates modeling, peer observation, and coaching cycles so teachers can refine their use of data in real time. In the MYP, students may also engage in age-appropriate data discussions during advisory or INE classes, but the primary focus is on equipping teachers with the skills to guide these conversations effectively.

Plan-Do-Study-Act (“PDSA”) Cycle in Professional Practice:

- **Plan** – In PD sessions, educators review assessment data, identify learning gaps, and co-design targeted strategies with support from instructional coaches.
 - **Do** – Teachers apply new strategies in core instruction and intervention blocks, supported by ongoing coaching and feedback.
 - **Study** – Educators monitor progress through formative assessments, collaborative reflection, and structured teacher-to-teacher learning walks.
 - **Act** – Teams adjust instructional plans, resources, and groupings based on shared analysis, ensuring timely modifications to accelerate student growth.
- Creating and maintaining a positive classroom climate to foster belonging and increase achievement:

These professional development sessions focus on equipping teachers with strategies to build strong relationships, foster an affirming environment, and maintain high expectations that promote both academic and social-emotional growth. Grounded in IB principles, PBIS, and restorative justice, the training emphasizes the importance of knowing students personally, integrating their identities into the curriculum, and using strengths-based, growth-oriented feedback. Participants explore practical tools such as daily connection rituals, the “First Five” activities, co-created classroom agreements, and consistent routines to create a safe, respectful, and inclusive learning space. The PD also addresses proactive discipline through logical, related consequences and restorative practices, aiming to build student accountability without shame. Teachers are encouraged to operationalize IB Learner Profile traits, explicitly teach SEL skills, and use walkthrough feedback to refine classroom climate practices in the first weeks of school.

Annual Structure

The professional development cycle at GICS begins with a four-day Summer Institute for all returning teachers, and a five-day session for new teachers, prior to the start of the school year. This intensive training period builds a common understanding of instructional priorities, curriculum alignment, and school-wide strategies. Once the year begins, professional development continues through mandatory weekly sessions on afternoons during minimum days, which include both targeted training and common planning time. In addition, non-pupil Teacher Workdays are scheduled throughout the school year to allow staff to engage in deep collaborative planning, data analysis, and targeted instructional development.

Recruitment of Effective Teachers

In order to attract high quality teachers, including teachers who are fluent in German, GICS posts on Edjoin website, CCSA and National Alliance for Public Charter Schools, IBO.org, and the GICS website.

Our staff's annual attendance at IB conferences also allows for networking with both local and national IB educators. Not only do these connections allow for the sharing of knowledge and resources among the IB community, but they may also lead to opportunities for teacher recruitment.

To recruit teachers to serve in the GLI classrooms, GICS leaders have developed partnerships with organizations that recruit teachers from overseas. Such organizations include the Checkpoint Charlie Foundation and the Bundesverwaltungsamt/ZfA (Central Agency for Schools Abroad), a German government agency that sends German teachers abroad to official German schools and partner schools like GICS. Teachers recruited to serve in German classrooms at GICS must demonstrate German proficiency (if holding a US credential) and must have a cleared German credential (2nd State Exam for elementary education) if from Germany.

Postings for all open positions are published to a broad professional audience with intent to recruit and hire a diverse staff that appropriately represents the racial dynamics of the target population.

Meeting the Needs of All Students

English Learners

Process for Identifying English Learners

At Goethe International Charter School, the identification of English Learners begins at the point of enrollment. Every parent enrolling their child in a California public school for the first time completes a Home Language Survey, which is kept in the student's cumulative record. If the survey indicates that a language other than English is spoken in the home, the student is assessed for English proficiency using the Initial ELPAC. This assessment establishes a baseline of the student's English skills and determines whether the student will be identified as an EL, Initially Fluent English Proficient, or English Only ("EO").

Once identified as an English Learner, students participate in the Summative ELPAC annually to measure growth in language development. This testing occurs each spring between February 1st and May 31st. Newly enrolled students must take the Initial ELPAC within 30 days of their enrollment, ensuring that supports begin in a timely manner. Students with disabilities receive

the necessary accommodations listed in their IEP or Section 504 of the Rehabilitation Act of 1973 (“Section 504”) plan, and alternate assessments are provided if appropriate. Parents are notified of results within 30 days of receipt, and when relevant, assessments may also be conducted in a student’s primary language to provide a clearer understanding of academic skill levels.

Through this careful and consistent process, GICS ensures that no student’s language needs go unidentified and that every learner is provided the opportunity to access the curriculum fully.

Educational Program for English Language Acquisition

ELD is a daily and intentional part of every English Learner’s instructional program at GICS. Recognizing that the acquisition of a new language is both developmental and highly individual, the Charter School has designed a program that blends Designated ELD—30 to 45 minutes of targeted instruction each day—with Integrated ELD that takes place across the curriculum.

Designated ELD is delivered in small groups or individual sessions, allowing teachers to address the specific language needs of students at varying levels of proficiency. This instruction may take place during Reader’s and Writer’s Workshop, during Units of Inquiry, in Math, or in Language Acquisition classes, depending on the schedule. Integrated ELD, on the other hand, happens within the core subjects, where teachers design lessons to ensure accessibility for English Learners while still challenging them to grow.

Instruction is aligned with the California ELD Standards at the Emerging, Expanding, and Bridging levels, with a strong emphasis on listening, speaking, reading, and writing. Teachers plan their lessons with the understanding that students typically develop Basic Interpersonal Communication Skills more quickly than the deeper Cognitive Academic Language Proficiency, and they use descriptors and developmental pathways to guide student progress. Research-based strategies, such as scaffolding, the use of visuals, anticipatory activities, and SDAIE, are central to the program.

Because language learning is not only academic but also affective, the environment at GICS is designed to lower students’ affective filters. Teachers encourage risk-taking, accept errors as part of learning, and provide positive feedback. Instruction is contextualized, purposeful, and built upon students’ background knowledge. This creates a classroom culture where language is learned in meaningful ways.

Underlying the program is the recognition that it may take three to seven years—or longer—for a student to reach academic English proficiency comparable to native speakers. With this in mind, the program supports students at their own pace, with flexibility and personalization built into the curriculum. Cross-linguistic transfer is intentionally fostered, particularly as students learn English, German, and eventually Spanish, so that students gain an awareness of how languages function and strengthen their metalinguistic skills.

The program is implemented collaboratively by general education teachers, intervention teachers, ELD teachers, and instructional aides, all of whom receive professional development in ELD standards and strategies. Student progress is monitored through ongoing classroom-based formative assessments, school-wide benchmark assessments, and state testing. Data

from these measures are analyzed regularly in Professional Learning Community (“PLC”) meetings through an ongoing PDSA cycle to ensure students are on track toward mastery of the ELD standards. When students are not making adequate progress, targeted interventions are provided, and instructional practices are adjusted accordingly to accelerate growth.

How the Charter School Will Use the Results of the ELPAC

The ELPAC serve as a cornerstone in the planning and delivery of instruction at GICS. Test results are not simply recorded but actively used to shape teaching and learning. Teachers review the results in collaboration with administrators and use the data to differentiate instruction—adjusting classroom processes, grouping strategies, content delivery, and pacing so that English Learners are both supported and challenged.

Because the GICS curriculum is designed around inquiry and thematic units, the ELPAC results help teachers embed language development goals directly into authentic, content-driven instruction. Teachers use this data to plan student groupings, design tasks, and determine areas for focused intervention. In this way, the ELPAC informs the ongoing instructional cycle, ensuring that learning is both responsive and aligned to state expectations.

In addition, GICS uses ELPAC results to set individualized language goals for students, track longitudinal growth, and identify when acceleration strategies are needed. Data is incorporated into PLC meetings and PDSA cycles, where teachers and administrators monitor progress toward mastery of the ELD standards and adjust interventions accordingly. Students not making expected growth receive targeted small-group or one-on-one support, while those showing rapid progress are advanced strategically to ensure they continue moving toward reclassification. By embedding ELPAC data into both instructional planning and progress monitoring systems, GICS ensures that assessment results are directly linked to accelerated English language development and timely reclassification.

Process for Annual Evaluation of the Charter School’s English Learner Program

Evaluation of the English Learner program at GICS is systematic and ongoing. Throughout the year, teachers analyze student performance data, both formative and summative, to make adjustments to instruction. Each year, a comprehensive review is conducted by teacher leaders, administrators, and the Board of Trustees. This review includes an analysis of assessment data, reclassification rates, and feedback gathered from surveys of teachers, students, and parents.

The findings are not only shared internally but also communicated to parents during conferences. The results inform professional development priorities, instructional planning, and program adjustments, ensuring that the English Learner program remains effective and responsive to the needs of students.

Process and Criteria for Reclassification

Reclassification at GICS follows the criteria established by the California Department of Education. When students are ready to transition from English Learner to Reclassified Fluent English Proficient (“RFEP”), they must demonstrate proficiency across multiple measures. These include:

- An overall proficiency level of 4 (Well Developed) on the ELPAC, with subscores of 3 or higher.
- Evidence of basic skills in English as demonstrated by grade-level performance on standardized benchmarks such as i-Ready or Fountas & Pinnell.
- Academic achievement in English Language Arts, reflected as “Meets Expectations” on report cards, or for grades 6–8, a grade of C or better in Language and Literature.
- Teacher evaluations confirming readiness to participate fully in grade-level work without additional supports.
- Parent consultation and notification.

Reclassification decisions are made carefully, recognizing both the academic and social implications for students, and are celebrated as milestones in students’ educational journeys.

Process for Monitoring Progress of English Learners and RFEP Students

Monitoring of progress is a central component of supporting English Learners. Teachers at GICS assess students formally and informally throughout the year, compiling work samples and maintaining ELD portfolios. These portfolios are reviewed quarterly to track progress toward proficiency goals and to guide instructional planning for the following term.

Once students have been reclassified as RFEP, their progress continues to be monitored for a minimum of two years. Teachers and administrators review assessment data, classroom performance, and statewide test results to ensure that students continue to thrive academically. Should a student begin to regress, targeted interventions are put in place, and in some cases, reclassification back to English Learner status may be considered if warranted.

This ongoing monitoring ensures that both English Learners and recently reclassified students remain on a path toward long-term academic success.

Process for Monitoring Progress and Supports for Long Term English Learners (“LTELs”)

For students who remain classified as English Learners for extended periods, GICS provides additional, targeted support. LTELs are identified through careful monitoring, and once identified, they receive specialized ELD instruction designed to address persistent gaps in academic vocabulary and language structures.

The Charter School’s Language Coordinator and ELD Coordinator collaborate to uncover the barriers that may be preventing a student from progressing toward reclassification. Parents are informed of their child’s LTEL status, the risks associated with it, and the strategies the Charter School is implementing to support improvement.

Dedicated instructional groups, interventions, and personalized plans are created to help LTELs accelerate their progress. Through this process, the Charter School works to ensure that every student has the opportunity to achieve full proficiency in English and participate successfully in all aspects of the curriculum.

Services and Supports for English Learners to Access the Full Curriculum, Including Instructional Strategies and Intervention

GICS provides a comprehensive, research-based program of services and supports to ensure that ELs acquire the language skills necessary to access and succeed in the Charter School's rigorous International Baccalaureate curriculum. Instruction is carefully designed to be accessible, comprehensible, and academically challenging, grounded in the belief that language is best learned through meaningful use in authentic contexts.

Core Instructional Strategies

Teachers at GICS employ a wide range of evidence-based strategies to ensure that English Learners acquire both social and academic language. Six key approaches guide instruction across all content areas:

1. **Vocabulary and Language Development** – Teachers explicitly introduce key vocabulary for new concepts, build on students' background knowledge, and create language-rich classrooms where charts, shared writing, and posted student work are used daily.
2. **Guided Interaction (Collaborative Learning)** – Lessons are structured so that students learn together by listening, speaking, reading, and writing collaboratively. Groupings are flexible and varied, allowing for cooperative problem-solving and the development of both language and social skills.
3. **Metacognition and Authentic Assessment** – Teachers explicitly model thinking strategies, making thought processes public and encouraging students to reflect on how answers are derived. Multiple forms of assessment, beyond advanced language use, are used so students can demonstrate understanding in accessible ways.
4. **Explicit Instruction** – Concepts, text structures, decoding skills, vocabulary, and writing patterns are directly taught through word study and analysis of phonemes, cognates, prefixes, suffixes, and spelling patterns.
5. **Meaning-Based Context and Universal Themes** – Teachers incorporate meaningful references from students' lives, provide opportunities to activate prior knowledge, and engage students in authentic academic language use through inquiry and exploration of universal themes.
6. **Modeling, Graphic Organizers, and Visuals** – A variety of visual supports, such as Thinking Maps, charts, diagrams, and summaries, are regularly used to make essential information accessible and to support comprehension.

Sheltered Instruction and SDAIE

All instruction at GICS is sheltered to ensure comprehensible input for English Learners at every proficiency level. Teachers hold CLAD or BCLAD credentials and receive extensive professional development in the SIOP model, which emphasizes lesson preparation, instructional strategies, effective delivery, and meaningful review and assessment. Lesson planning includes both content and language objectives, ensuring that English Learners acquire academic knowledge while simultaneously developing language proficiency. Teachers scaffold learning through visuals, gestures, controlled vocabulary, sentence frames, cooperative grouping, and authentic opportunities for students to practice language in context.

SDAIE practices are woven into all content areas. Teachers link new material to students' prior experiences, pre-teach unfamiliar vocabulary, and pace lessons to allow for active engagement. Assessments are both content- and language-based, providing multiple ways for students to demonstrate mastery.

English Language Development and Intervention

Designated ELD is provided daily for all identified EL students, either during time allocated for German or Spanish study, or during the Charter School's intervention block. Instruction is delivered by credentialed teachers, with additional support from aides or volunteers in the student's primary language when feasible. Integrated ELD occurs throughout the curriculum, ensuring that all content instruction supports language acquisition.

To provide consistency and coherence, GICS incorporates E.L. Achieve's Systematic ELD framework as a central guide for ELD instruction. This framework ensures that instruction is intentional, explicit, and sequenced to develop English proficiency across the domains of listening, speaking, reading, and writing. Teachers follow clear language objectives that align to proficiency levels and use structured routines to provide repeated opportunities for students to practice academic English in meaningful contexts. The framework emphasizes oral language development, scaffolding for complex text, and opportunities for extended student output. By adopting this systematic approach, GICS guarantees that every English Learner receives daily, high-quality language instruction designed to accelerate progress and build the foundation for long-term academic success.

GICS expects each student to make a minimum of one proficiency level of growth per year. When students are not making adequate progress, a personalized intervention plan is implemented. Low-level ELs receive additional targeted instruction, while English Learners with disabilities receive linguistically appropriate supports written into their IEPs. Teachers use strategies such as pre-reading activities, vocabulary instruction, adapted materials, and SDAIE methods to ensure ELs maintain access to grade-level curriculum.

Accountable Talk and Academic Discourse

Because communication is central to language development, GICS emphasizes the use of Accountable Talk to build listening and speaking skills across the curriculum. Students engage in structured academic conversations where they are expected to build upon peers' responses, cite evidence, and extend or refute claims. Sentence frames and scaffolds are provided to support participation at different proficiency levels, ranging from simple starters ("I would like to add...") to more complex structures ("I conclude that ___ because ___"). Teachers model these practices, provide word banks, and design purposeful activities that foster rigorous academic discourse.

Professional Development and Teacher Support

Teachers receive ongoing professional development in ELD strategies, SDAIE, GLAD strategies, IB PYP integration, and second-language acquisition research. Training in the SIOP model further equips teachers to plan systematically, differentiate instruction, and integrate content and language objectives.

Cross-Linguistic Transfer and Metalinguistic Knowledge

As a multilingual immersion school, GICS leverages the relationship between languages to strengthen student learning. Explicit instruction in phonology, morphology, syntax, and pragmatics in English, German, and Spanish enhances students' metalinguistic awareness and improves control over language use across contexts. Instruction emphasizes transfer between languages, recognizing similarities and contrasts that support literacy development and cognitive growth.

Monitoring and Support

The progress of all English Learners is closely monitored. Teachers use a range of assessments, including formative measures, benchmark tests, and ELPAC results, to evaluate growth and refine instruction. Instruction is differentiated based on proficiency level and learning needs. Students not meeting expectations receive additional supports, and interventions are carefully documented and adjusted as needed.

Through this comprehensive system of supports, GICS ensures that English Learners develop the linguistic, academic, and cognitive skills necessary to thrive. Instruction is rooted in research, delivered by well qualified staff, and continuously refined through professional development, monitoring, and collaboration.

English Language Master Plan

The Charter School will implement its own EL Master Plan. A copy of the Charter School's own English Language Master Plan is attached to the petition.

Gifted & Talented Students

GICS provides a rigorous academic program designed to challenge all students, including those achieving substantially above grade level. The dual-language immersion model itself offers continual academic rigor, as students engage with content in two languages. In addition, the IB PYP emphasizes inquiry-based learning, which is naturally self-leveling and enables students to pursue deeper and more extensive projects according to their individual capacity.

Identification of High-Achieving and Gifted Students

High-achieving students are identified using multiple measures of assessment data within the first 30 days of the school year, with additional reviews taking place during monthly team meetings. Criteria for identification include standards-based assessment results, classroom performance, teacher recommendations, and parent referrals. Gifted and Talented Education (GATE) screenings are conducted annually by the Los Angeles Unified School District for all fourth-grade students. The Special Populations Services Administrator, who is the onsite designee for parents, oversees the coordination and follow-up of these screenings, ensuring identified students are provided with appropriate supports and services at GICS. Special care is taken to ensure that identified students reflect the overall diversity of the Charter School population.

Services and Differentiation

Once identified, high-achieving and gifted students are provided with differentiated learning experiences that meet and extend beyond state standards, in accordance with the California State Board of Education’s Standards for Programs for the GATE. The Special Populations Services Administrator serves as the program lead and as a resource to classroom teachers in supporting identified students.

Instructional modifications may include:

- Flexible classroom groupings to provide opportunities for like-peer interaction
- Independent study projects
- Adjustments to curriculum pacing
- Supplementary or enriched instructional materials
- Depth and complexity of content to exceed grade-level standards
- Development of skills in research, critical thinking, creativity, and problem solving
- Access to written materials at varying levels to meet diverse capacities and interests
- Opportunities to strengthen ethics, self-concept, cultural sensitivity, and societal responsibility

Should a student identified as high achieving begin to perform “at-promise” or below their capabilities, school services such as counseling may be recommended to support their academic and social-emotional needs.

Collaborative and Inquiry-Based Learning

The GICS educational model is designed to encourage collaboration among students of varying ability levels. Collaborative learning allows students with particular strengths or talents to contribute their expertise to group projects, highlighting that students may demonstrate giftedness across multiple modalities. Through the IB framework, open-ended inquiry projects provide high-achieving students with opportunities to extend their learning beyond minimum expectations. While rubrics establish clear baseline standards, no maximum limits are set, allowing students to identify or design additional inquiry challenges to increase depth and complexity.

Monitoring Progress

GICS monitors the progress of gifted, talented, and high-achieving students through regular formative assessments. These assessments provide ongoing feedback during instruction, enabling teachers to adjust teaching strategies and supports in real time to ensure students continue to meet and exceed intended instructional outcomes.

Students Achieving Below Grade Level

GICS is committed to supporting students who are performing below grade level by providing targeted, research-based interventions within a supportive and responsive school structure. GICS recognizes that students who experience academic difficulties benefit from engaging

curriculum with real-world relevance, strong relationships with teachers, and timely, individualized academic support.

Identification and Monitoring

Students who are performing below grade level are identified through multiple measures, including results from CAASPP and other standardized assessments, school-wide benchmark assessments such as i-Ready, classroom assessments, and teacher observations. Instructional staff monitor the progress of low-achieving students throughout the year to ensure that each student remains on track to meet growth goals. Services for academically low-achieving students begin with a careful assessment of abilities and needs, which informs the development of individualized learning plans. These plans are updated as needed to reflect student progress and evolving needs.

Intervention and Academic Supports

GICS employs intervention teachers who work in both the PYP and MYP to provide supplemental instruction for students who need additional support. Intervention teachers collaborate closely with classroom teachers to design instruction that addresses foundational skill gaps, reinforces current grade-level content, and provides scaffolding to ensure student access to the curriculum.

Intervention support may occur in small-group settings, where students benefit from targeted instruction and opportunities for guided practice with immediate feedback. Small groups also foster peer collaboration and confidence by allowing students to learn alongside classmates at a similar instructional level. In addition, one-on-one intervention is provided when needed to address specific skill gaps, provide intensive reteaching, and offer individualized attention that builds academic confidence. These approaches ensure that interventions are not only responsive but also effective in moving students toward grade-level proficiency.

Targeted interventions may be delivered during the school day, sometimes within elective periods, and—when funding permits—through extended-day, Saturday, or summer school programs. Intervention teachers also support classroom educators by modeling instructional strategies, helping to plan differentiated lessons, and sharing progress monitoring data to ensure alignment of supports.

Professional Development and Instructional Design

Teachers at GICS engage in ongoing professional development led by the Special Populations Services Administrator to better meet the needs of students achieving below grade level. Training emphasizes differentiation, the use of formative assessment to guide instruction, and strategies for scaffolding complex tasks to ensure accessibility. Curriculum planning processes are structured to prompt teachers to intentionally design lessons that address a range of learner needs, ensuring equity in access to rigorous academic content.

In addition, with guidance from the principles and the Special Populations Services Administrator, teacher teams engage in systematic data tracking using PDSA cycles during monthly professional development days. In this process, teachers collaboratively *plan* instructional strategies based on student performance data, *do* by implementing these

strategies in the classroom, *study* results through analysis of benchmark and formative assessment data, and *act* by refining instruction or interventions based on what is working. For example, if data shows that a group of students is struggling with reading fluency, teachers may design a targeted small-group intervention, monitor fluency growth over several weeks, and then adjust instruction if growth targets are not met. This cycle ensures that interventions are responsive, data-driven, and continuously improved.

Student Success and Progress Team (SSPT)

For students requiring ongoing or more intensive intervention, GICS utilizes the SSPT process. Through the SSPT, teachers, administrators, specialists, and families collaborate to review student progress, identify barriers to achievement, and develop coordinated plans of support. This process provides an additional layer of monitoring and accountability while ensuring that each student receives the interventions and resources necessary to thrive.

SSPT Protocol:

- **Early Identification** – Recognize at-risk students using academic assessments, multiple measures, and teacher judgment.
- **Parent Communication** – Provide consistent, effective communication with parents regarding academic challenges.
- **SSPT I: Teacher/Grade-Level Meetings** – Collaborate to design and implement targeted interventions.
- **Implementation** – Consistently apply agreed-upon strategies, which may include academic interventions, additional support, preferential seating, modified assignments, extended time for work/tests, or behavior plans.
- **SSPT II: Parent Conference** – Meet with teacher(s), principal, and support staff to review effectiveness of interventions, discuss achievement deficiencies, and plan next steps.
- **Monitoring** – Continuously evaluate student progress and refine interventions.
- **SSPT III: Referral for Assessment** – If substantial academic difficulties persist, refer for formal evaluation with parent permission, develop an assessment plan, and collaborate with District special education staff as needed.
- **IEP Development and Implementation** – If the student qualifies, meet with parents to review results, create an IEP, and provide identified services in alignment with District, State, and Federal requirements.

Socioeconomically Disadvantaged/Low Income Students

Identification

GICS recognizes that students from socioeconomically disadvantaged backgrounds may require additional supports to access a rigorous academic program. Identification occurs through eligibility for free or reduced-price meals and through parental educational level, with this information collected during registration, recorded in PowerSchool, and certified in CALPADS.

This systematic process ensures accurate identification and consistent reporting of students in this subgroup.

Meeting the Needs of Socioeconomically Disadvantaged/Low Income Students

GICS is committed to removing barriers created by economic hardship and to ensuring that all students have equitable opportunities to thrive. The Charter School's uniform policy reduces visible indicators of financial differences, fostering confidence, equality, and belonging. Families with financial need are further supported through the provision of new uniforms and participation in the annual "uniform swap" event.

To guarantee equal access to enriching experiences, field trips and supplemental learning opportunities are provided at no cost to families. Within both the PYP and MYP, instruction is intentionally designed to close opportunity gaps. The PYP's transdisciplinary units and the MYP's interdisciplinary framework empower students through inquiry-driven learning, collaborative projects, and problem-solving experiences. These approaches ensure that all students, regardless of socioeconomic background, access knowledge and develop skills on par with their peers.

GICS extends its commitment beyond academics by partnering with families to address non-academic barriers. The Charter School provides free and reduced-price meals, connects families to community resources, and offers interpretation and translation services to support equitable family engagement. Additionally, parent workshops strengthen the Charter School-home partnership by equipping families with strategies for supporting learning and accessing services. Through these comprehensive supports, GICS ensures that Socioeconomically Disadvantaged students are not only included but also positioned to succeed academically, socially, and emotionally.

Monitoring of Students

The progress of Socioeconomically Disadvantaged students is closely monitored to ensure that needs are identified early and addressed promptly. Formative assessments are utilized to track growth and guide instructional adjustments. Oversight of this monitoring is the responsibility of the Special Populations Services Administrator, who collaborates with classroom teachers to ensure that interventions are implemented effectively and that each student receives the supports necessary to achieve success.

Students with Disabilities

NOTE: The Federal, State and District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in other subgroups: Foster and homeless youth

Identification of Students Experiencing Homelessness

GICS is committed to ensuring equitable access to education for students experiencing homelessness. Identification occurs through enrollment forms, family disclosure, and referrals from school staff or community partners. The Special Populations Services Administrator serves

as the designated liaison, overseeing the identification process, enrollment, and coordination of services in alignment with the McKinney-Vento Act.

Meeting the Needs of Students Experiencing Homelessness

To remove barriers to enrollment, attendance, and academic engagement, GICS provides homeless students with resources such as backpacks, school supplies, and clothing. Families are connected to essential community supports, including counseling services and temporary housing programs such as Upward Bound House Shelter and St. Joseph's Homeless Solution Center. The Charter School ensures that students experiencing homelessness participate fully in all aspects of the academic program, with access to tutoring, counseling, and extended learning opportunities as needed. These supports allow students to maintain continuity in their education and achieve state academic standards.

Monitoring of Students Experiencing Homelessness

Teachers and staff monitor the academic progress and social-emotional well-being of homeless students through classroom observation, formative assessments, and regular communication with families and service providers. Oversight is led by the Special Populations Services Administrator, who coordinates interventions, tracks progress, and ensures timely adjustments to supports. This monitoring process guarantees that the needs of homeless students are addressed in a responsive and comprehensive manner.

Identification of Foster Youth

GICS recognizes the unique challenges faced by foster youth and prioritizes their educational stability. Identification occurs through enrollment applications, caregiver or parent disclosure, and CALPADS data shared in collaboration with the California Department of Social Services. The Special Populations Services Administrator serves as the designated liaison under AB 490, responsible for enrollment, placement, and transfers to ensure that foster youth experience a smooth educational transition.

Meeting the Needs of Foster Youth

To promote both academic success and emotional well-being, GICS provides foster youth with a safe, supportive, and inclusive school environment. The Special Populations Services Administrator ensures that all staff, including administrators and attendance personnel, are trained in the rights and enrollment procedures for foster youth. Students are provided full access to the academic program, as well as supplemental supports such as tutoring, counseling, individualized academic interventions, and enrichment opportunities. Services are coordinated with community-based partners specializing in housing, mental health, and family support, ensuring that students have access to resources that meet their individual needs.

Monitoring of Foster Youth

The Special Populations Services Administrator, acting as the designated liaison, collaborates with teachers and service providers to monitor the academic progress, attendance, and social-emotional well-being of foster youth. Progress is tracked through formative assessments, student records, and regular communication with families and external partners. This oversight

ensures that interventions are timely, effective, and adjusted as needed to support ongoing academic achievement and personal growth.

High Performing Tier – Charter Performance Category

As a school that integrates the IB framework, a dual-immersion language program, student leadership and peer mentorship opportunities, the value of not only cultivating excellence within the community but also of contributing to the growth and improvement of the wider educational landscape is recognized. The Charter School is deeply committed to sharing promising practices with both traditional and charter public schools, believing that collaboration and transparency are key to advancing equity and innovation across all learning environments.

One of the primary ways GICS will engage in this work is by creating opportunities for educators from other schools to see the programs in action. By offering guided school tours, visitors will be able to experience firsthand how inquiry-based learning, bilingual and biliterate development, and peer leadership are embedded into the fabric of the Charter School's daily practice. These tours will include classroom observations, and conversations with staff, offering an authentic look at how the Charter School's vision is carried out in real time.

In addition, staff and students will take an active role in sharing their work at local and regional conferences. By presenting strategies that have demonstrated success in building strong academic foundations, nurturing student agency, and fostering positive school culture, GICS provides concrete models that other schools can adapt to meet the needs of their unique communities.

Beyond structured events, GICS will continue to engage with partner schools through professional learning networks, joint workshops, and reciprocal classroom visits. These exchanges are designed not as one-way presentations but as collaborative dialogues, where all schools can share insights, learn from one another, and build a stronger collective capacity to serve students.

Through tours, conferences, and ongoing partnerships, GICS aims to create a culture of collaboration and continuous improvement that extends beyond the campus. By offering the Charter School's practices as a model and welcoming the ideas of others, GICS seeks to ensure that the successes of the IB, dual-immersion, and WEB programs contribute to a broader movement of innovation and excellence in public education.

ELEMENT 2: Measurable Pupil Outcomes and

ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

Goethe International Charter School’s annual goals for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), and pursuant to Education Code Section 47605(c)(5)(A)(ii), and specific annual actions to achieve those goals are in the completed “LCFF State Priorities” Table provided in Element 1 of this petition which meets the above requirements.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

See Element 1, "LCFF State Priorities" Chart that identifies and describes specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Education Code Section 52052, that aligns with the eight (8) state priorities identified in Education Code Section 52060(d). The LCFF State Priorities Chart in Element 1, incorporates all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the Charter School. Therefore, the completed LCFF State Priorities" Chart provided in Element 1 meets this requirement and can be incorporated herein by reference.

Other Performance Targets

See "LCFF State Priorities" chart in Element 1.

Measuring Student Progress Toward Outcomes

Academic Standards Assessment Students at GICS are assessed on their progress toward mastery of the State Standards.

For the elementary German Immersion Program, through careful analysis of each student's language proficiency, prior knowledge, and vocabulary development level, teachers identify the appropriate language of instruction—German or English—through which each content standard will be taught and assessed. While not every content standard can be measured in both languages, GICS ensures comprehensive assessment of all standards across both languages.

IB Program Integration During the fourth and fifth years of full IB PYP implementation, the program's complexity deepens to move students beyond basic skills acquisition toward enduring, "big-picture" understanding through inquiry-based exploration and sophisticated questioning within IB units of inquiry. Teachers monitor and measure students' evolving standards mastery through daily participation in thematic units, incorporating less quantitative but equally important components such as attitudes, cultural acceptance, self-motivation, and social responsibility as key elements of student outcomes.

As students transition into the MYP, this foundation is further developed through greater emphasis on critical thinking, interdisciplinary connections, and the application of knowledge to global contexts. MYP builds on the inquiry and attitudes nurtured in PYP, but challenges students to analyze complex issues, consider multiple perspectives, and demonstrate understanding through sustained projects and performance-based assessments. Together, PYP and MYP create a continuum that fosters not only academic mastery but also the personal and social skills essential for responsible global citizenship.

The following chart provides the types of assessments administered by subject area, grade level, type and frequency.

Assessment	Grade(s) Administered	Description/Type	Frequency
English Language Arts (ELA)			
IReady ELA	K-8	Diagnostic/Benchmark Assessment	3 times per year
ELA CAASPP	3-8	State mandated Assessment	Annual
Really Great Reading Assessments	K-5	Summative Assessment	Varies
Study Sync Assessments	6-8	Summative Assessment	Varies
Multitudes Reading Tool	K-2	UCSF Dyslexia Screener	Annual
Fountas & Pinnell Benchmark Reading Assessment	K-5	Summative Assessment	Varies
English Language Development			
ELPAC	K-8	Summative Assessment for EL	Annual
Mathematics			
IReady Math	K-8	Diagnostic/Benchmark Assessment	3 times per year
Math CAASPP	3-8	State mandated Assessment	Annual
Envision Math Assessment	K-5	Summative Assessment	Varies
Illustrative/CPM Math Assessment	6-8	Summative Assessment	Varies
Multiple authentic IB assessments	6-8	Projects and Presentations	Varies
Science			
CA Science Test (CAST)	5 and 8	State mandated Assessment	Annual
Unit of Inquiry Assessments	TK-5	The unit of inquiry summative assessments in TK-5 include social studies & science and take a variety of forms (projects, essays, presentations, etc...)	Varies
Variety of authentic IB assessments	6-8	Investigations/Projects Essays/Position Papers Source Analyses Presentations/Debates Tests/Quizzes	Varies
Social Studies			
Unit of Inquiry Assessments	TK-5	The unit of inquiry summative assessments in TK-5 include social studies & science and take a variety of forms (projects, essays, presentations, etc...)	Varies
Variety of authentic IB assessments	6-8	Investigations/Projects Essays/Position Papers Source Analyses Presentations/Debates Tests/Quizzes	Varies
World Language			
German: DSD A1/A2	3-5	Immersion & Acquisition Prog. Assessment	Varies
German: DSD A1/A2/B1	6-8	German Language Assessment	Varies
Spanish Language A1/A2/B1	6-8	Spanish Proficiency Assessment	Varies
Physical Education			
Physical Fitness Test (PFT)	5 and 7	State mandated Assessment	Annual

Measurable Pupil Outcomes: Multilingual Program

The Multilingual program at GICS develops students' bilingual and biliterate skills while ensuring high academic achievement. The comprehensive assessment plan monitors student outcomes through multiple measures:

Language Assessment Framework

- **English Language Skills:** Assessed through internal benchmark assessments, such as i-Ready, classroom assessments and CAASPP as well as ELPAC for English Learners
- **German Language and Literacy:** Assessed through classroom assessments and DSD assessments (as outlined below)

Deutsches Sprachdiplom Assessment Selected students in grades 3-5 and in grade 8 participate in the Deutsches Sprachdiplom (German Language Diploma), an internationally recognized assessment based on the Common European Framework of Reference for Languages (CEFR). This assessment:

- Follows the standardized format used for all European Union language assessments
- Is administered annually to approximately 65,000 students across 65 countries
- Evaluates four key skill areas through separate subtests: listening comprehension, reading comprehension, writing, and oral communication
- Provides a reliable, validated tool for assessing German language acquisition that aligns with GICS program goals

DSD Participation Structure

- **Level A1:** Grade 3 students demonstrating adequate German language and literacy progress participate in DSD Level A1, designed for students ages 9-10 in grades 3-4. Some grade 4 and 5 students also participate at this level based on their German proficiency and previous assessment success.
- **Level A2:** Highly advanced grade 5 students who previously succeeded on DSD Level A1 advance to Level A2, typically designed for students ages 12-14 in grades 7-8.
- **Level B1:** Students in phase 4 in the MYP program, participate in the B1 (DSD 1) assessment, designed for students ages 14 and up.

Student participation in German assessments is determined through a collaborative process considering language proficiency level, teacher recommendations, and parent choice. Success on all DSD levels provides valuable supplemental data on student progress toward German literacy attainment.

Academic Achievement Monitoring All students in grades 3-8 undergo annual assessment in mathematics and English Language Arts, with science achievement assessed for all grade 5 and grade 8 students, ensuring comprehensive academic progress monitoring across core subject areas. All students in grades K-8 undergo internal benchmark assessments three times per year.

Data Analysis and Program Monitoring

GICS uses assessment data systematically to monitor the effectiveness of curriculum and programs. Teachers and administration analyze both current and previous years' assessment data to identify trends over time, focusing particular attention on subject areas, student groups, or school programs that may require additional support. This data is regularly shared with the Executive Director and Board of Trustees to ensure informed decision-making at all levels.

Stakeholder Communication and Transparency

Parent Communication Parents receive comprehensive letters containing all summative test results, including CAASPP and GATE assessments. During parent-teacher conferences, both summative and formative assessment data are shared and discussed with families. Additionally, quarterly report cards and progress reports include detailed teacher narratives to provide comprehensive insight into student progress.

Board and Community Communication Assessment data is presented regularly to the Board of Trustees during board meetings, ensuring governance oversight of academic performance. Student achievement information appears consistently in the Executive Director's report. The Charter School maintains transparency by sharing school-wide accountability information with the broader community and charter authorizer through annual reports, website updates, and school mailings.

Summative Assessment Framework

GICS incorporates comprehensive summative assessment at the end of each semester to evaluate student learning and make responsive, targeted adjustments to teaching and learning. This systematic approach involves creating vertical and horizontal curricular teams that analyze pre-assessment data to target year-to-year performance across disciplines. Teacher teams regularly examine student data, determine mastery of key standards, and develop differentiated instruction or interventions to address individual student needs.

Assessment Methods Student performance is evaluated through diverse and comprehensive methods that provide multiple pathways for demonstrating learning. These include traditional assessments such as final exams, tests, and quizzes, as well as authentic performance measures including student portfolios, reflective journals, group projects, and research reports. Students also demonstrate their learning through expository essays, oral presentations, standardized assessments, in-class writing exercises, laboratory reports, and homework assignments. This variety ensures that all students can showcase their knowledge and skills through formats that align with their strengths and learning styles.

Implementation Practices Learning goals are clearly communicated to students at the beginning of each course, establishing transparent expectations for achievement. Based on comprehensive summative assessment data analysis, teachers make year-to-year instructional adjustments to improve student outcomes and address identified learning gaps.

Accountability and Data-Driven Decision Making

Annual Decision-Making Cycle The Board of Trustees follows a structured annual cycle for data-driven decision making, coordinated with the Principals' data reporting and analysis timeline. Administration presents comprehensive reviews of student assessment data and instructional implications at benchmark intervals throughout the year, ensuring that governance decisions are grounded in current performance information.

Strategic Recommendations and Actions Based on thorough data analysis, the Administration may recommend strategic actions across multiple areas of school operations. These recommendations encompass curriculum and textbook adoption decisions, instructional

methodology changes, enhanced services and supports for student subgroups, targeted professional development initiatives, strategic staffing decisions, and the establishment of student performance goals and benchmarks. Each recommendation is directly tied to data findings and designed to improve student outcomes.

Collaborative Process and Continuous Monitoring The Administration actively involves staff in the data analysis process, fostering a collaborative approach to instructional improvement. Simultaneously, Trustees invite stakeholder participation to ensure that community voices inform decision-making processes. Benchmark interval reporting provides ongoing assessment of implemented decisions and those under consideration, creating a continuous feedback loop that supports responsive school management.

Governance and Oversight The Board of Trustees maintain rigorous oversight by reviewing all reports on student achievement and monitoring the effectiveness of actions taken to achieve continuous school improvement. This systematic approach ensures that programmatic, governance, and staffing decisions are grounded in comprehensive data analysis and remain responsive to evolving student needs and educational best practices.

Grading, Progress Reporting, and Promotion/Retention

Grading at GICS is designed to clearly communicate student progress toward mastery of State Standards while also recognizing growth in the IB PYP Approaches to Learning (transdisciplinary skills). In TK-5th grade, instead of traditional letter grades, students are assessed using four performance levels that reflect their current level of understanding, application, and development of skills that support lifelong learning.

PYP Performance Levels:

Exceeding Expectations - The student demonstrates an advanced understanding of grade-level standards and can apply skills and knowledge in new or more complex situations. Work often shows creativity, depth of thought, and independence beyond what is typically expected for the grade level.

Meeting Expectations - The student consistently demonstrates proficiency with grade-level standards. Work reflects a solid understanding and the ability to apply skills independently in familiar situations. This is the target for all students and indicates they are on track with grade-level expectations.

Approaching Expectations - The student is developing skills and partially demonstrates understanding of grade-level standards but may need additional support, practice, or clarification. Work may show progress but lacks consistency or accuracy. With continued support, the student is expected to meet the standards.

Below Expectations - The student demonstrates minimal progress toward grade-level standards. Work shows limited understanding, frequent errors, or reliance on significant teacher support. Additional interventions, differentiation, and/or targeted instruction are needed to help the student grow toward grade-level proficiency.

Grading reflects progress toward mastery of standards, not behavior, effort, or participation. Students are given multiple opportunities to demonstrate learning through classwork,

assessments, projects, and discussions. Feedback is specific and focused on what students can do and what next steps will help them improve. The goal is to ensure that all students have a clear understanding of their growth and areas for improvement.

MYP Grading Policy

Overview The MYP grading policy uses a standards-based mastery approach to student assessment. Student progress toward grade-level standards is communicated using International Baccalaureate terminology, with grades 1-7 awarded based on criterion-related assessment tasks throughout the reporting period.

Assessment Process At the end of each learning period, teachers evaluate student achievement levels in each subject-group criterion. To determine these achievement levels, teachers must:

- Gather sufficient evidence of achievement from various learning experiences and assessments
- Ensure evidence reflects student performance across all units taught during the period

Determining Achievement Levels Teachers apply assessment criteria using the following process:

1. **Sequential Evaluation:** Teachers determine whether the student's work meets the first descriptor. If performance exceeds the first descriptor, they check the second descriptor, continuing until they reach a descriptor that does not describe the student's work.
2. **Best Fit Principle:** The student's work is then described by the previous (highest met) descriptor.
3. **Professional Judgment:** When students haven't fulfilled all descriptors in a lower band but have met some in a higher band, teachers use professional judgment to determine the best-fitting descriptor.

Final Grade Calculation To determine each student's final criterion level total, teachers add together the student's final achievement levels across all subject-group criteria. GICS uses the MYP 1-7 scale and grade boundary guidelines to convert criterion level totals into final grades for each MYP year.

Note: "Grade" in this context refers to scores (1-7), not academic year levels (5th grade, 2nd grade, etc.)

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts.

Grade	Boundary Guidelines	Descriptor
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real- world situations.

Grade Conversion Table

The table below shows how IB MYP grades (1-7 scale) convert to US letter grades and GPA values:

IB Grade	IB Description	US Equivalent GPA Value	
7	Excellent	A+	4.0
6	Very Good	A	3.7
5	Good	B	3.3
4	Satisfactory	B-	3.0
3	Weak	C	2.0
2	Poor	D	1.0
1	Very Poor	F	0.0

Standards-Based Assessment Overview

Teachers create specific, standards-based learning targets for their classes and use multiple assessment methods to measure student understanding. Student scores and grades reflect individual comprehension of the specific learning targets taught in each unit across all academic classes.

Scoring System

Teachers use a 4-point scale to evaluate student understanding on all assessments, including quizzes, tests, essays, presentations, projects, and classwork. Students receive a score of 0-4 for each learning target assessed. Throughout each grading period, every learning target is assessed multiple times using various methods.

Grade Determination

When calculating overall grades and learning target grades, the most recent demonstrations of understanding receive the greatest weight. This approach recognizes that student learning develops over time.

Grade Scale Expectations

As shown in the chart below, students who meet grade-level, standards-based learning targets earn an A-3.0. Advanced work (A-4.0) represents truly above-grade-level content and is not common in a standards-based assessment model, as it requires exceeding grade-level expectations.

Passing Requirements

Students must demonstrate understanding of at least the simplified learning targets to earn a passing grade. Those unable to show this minimum level of comprehension will not receive a passing grade.

Standards-Based Score	Description of Score	Grade
4.0	Demonstrates understanding of more complex learning target	A
3.5	In addition to 3.0 performance, has partial success with 4.0 content	
3.0	Demonstrates understanding of unit learning targets	
2.5	In addition to 2.0 performance, has partial success with 3.0 content	B
2.0	Demonstrates understanding of simpler learning target	C
1.5	Has partial success with 2.0 content, but major errors or omissions regarding 3.0 content	D
1.0	With help, has partial success with 2.0 and 3.0 content	
0.5	With help, has partial success with 2.0 content but not 3.0 content	F
0.0	Even with help, has little or no success	

Grading Standards and Communication

The conversion table above and informational sessions ("Community Universities") help parents understand the connection between IBO and State Standards achievement levels. Grading practices remain consistent across all disciplines and are detailed in the GICS Family Handbook. Teachers provide specific grading practices and expectations in course syllabi, which are distributed to students and parents and filed with department chairs.

Academic Expectations

In all courses, homework is assigned and reviewed regularly. Students must demonstrate mastery of material before advancing to more challenging work. Students are encouraged to take ownership of their learning by:

- Actively questioning and participating in class discussions
- Selecting academic electives and additional foreign language studies beyond requirements
- Attending study hall to deepen their understanding of course material

Progress Reporting

The primary function of reporting student progress at GICS is to establish, encourage and maintain communication between the home and school, the child and parent/guardian, and the learner and teacher. There are two conference periods throughout the school year: Parent/Teacher conferences and Student-led conferences.

Parent/Teacher conferences occur once annually in the fall and serve multiple important purposes. They provide an opportunity to establish a positive relationship with the parent or guardian and allow the teacher to learn more about the student from the family's perspective. During the conference, teachers share evidence of student learning and growth while also collaborating with families to develop and address goals and concerns for the year.

Student-led conferences occur once annually in the spring and are designed to give students the opportunity to reflect on their growth and take ownership of their learning, as student feedback is critical for both differentiation and individual progress. These conferences also provide a space for the student, parent, and teacher to work together to set goals that will support the student's continued success.

In addition to the progress reports provided during these two conference periods, students receive report cards at the end of each semester.

Student Retention

GICS has established a student retention policy for TK-5 that can be found in the Family Handbook. Below is a summary of the Charter School's Retention Policy:

Goethe International Charter School operates as a dual-language immersion program (English/German) following the International Baccalaureate Primary Years Programme. The student retention policy emphasizes that students must master foundational skills in both languages before advancing, as promotion without proper foundations can overwhelm students and delay academic growth. The Student Retention Policy emphasizes collaboration between teachers, administration, and parents, with the goal of ensuring students have strong foundational skills before advancing to prevent future academic struggles.

Retention Timeline

The Charter School follows a structured timeline for identifying and addressing potential retention:

- **Fall conferences:** Initial identification of students at-risk of retention after beginning-of-year assessments
- **January/First semester:** Formal notification to parents via Student Success and Progress Team (“SSPT”) model that child is at retention risk
- **Late April:** Final decision meeting with teachers, principal, support staff, and parents
- **June:** Final report card documenting student progress

Grade-Level Promotion Requirements

Kindergarten

Students must demonstrate mastery in four key areas:

- Reading: Letter recognition (17+ upper/lowercase), phonics (15+ consonant sounds, 3+ vowel sounds), sight words (16+), and basic writing
- Math: Sorting, patterns, number concepts 0-10, shapes, and time concepts
- German: Counting 1-10, letter sounds, following commands, classroom participation, and basic writing
- Social/Emotional: Communication skills, attention span (10+ minutes), and focused engagement

First Grade

Requirements expand to include:

- English: Advanced phonics, grade-level reading passages, 90% sight word mastery, and structured writing (5 sentences)
- Math: Addition/subtraction to 20, word problems, time concepts, money, and numbers to 100
- German: Reading comprehension, extended writing (4-5 sentences), and conversational responses

Grades 2-5

The policy outlines that students must demonstrate reading proficiency at grade level and math fact mastery in all four operations, with requirements becoming progressively more demanding each year.

Grades 6-8

Promotion and retention in middle school are determined by student performance in core subjects. Students must earn a passing grade in English Language Arts, Math, Science and Individuals and Societies to be promoted to the next grade; failure to do so may result in retention.

Student Promotion/Acceleration Policy

GICS has established a student promotion/acceleration policy that can be found in the Family Handbook. Below is a summary of the policy.

Goethe International Charter School's acceleration policy allows students who demonstrate exceptional academic achievement to advance to higher grade levels. The policy emphasizes that while academic excellence is important, student maturity level must also be considered when making acceleration decisions. The policy balances academic readiness with social-emotional development, ensuring accelerated students can succeed not just academically but also socially and emotionally in their new grade level environment.

Acceleration Process Overview: Both acceleration tracks follow a similar structured process involving referral, assessment, review, and final approval with documented consent.

Transitional Kindergarten Acceleration

- **Initiation & Assessment:** The acceleration process begins with a written referral submitted to the principal, which can be initiated by a parent, guardian, teacher, or any certificated staff member. Students being considered for acceleration must meet rigorous academic requirements including exceeding Common Core Standards in both English Language Arts and Math, reading above grade level as measured by Fountas & Pinnell assessments, exceeding expectations on the EnVision math assessment, and demonstrating one year's growth in English Language Development.
- **Review Process:** Teachers provide formal recommendations using standardized forms, followed by a comprehensive meeting between administration, teachers, and parents for the acceleration assessment review. This conference addresses important long-term considerations including the social and emotional impact of being among the youngest students in middle or high school environments, physical development differences compared to grade-level peers, potential challenges with athletic competitiveness when being the youngest, and the implications of transitioning to college at age 17.

First Through Fifth Grade Acceleration

- **Evaluation Criteria:** The Student Success and Progress Team (SSPT) conducts a thorough evaluation to determine whether the student is ready for next grade level work, ranks in the upper 5% of their age group in terms of mental ability, and possesses physical development and social maturity consistent with their advanced mental abilities.
- **Documentation Process:** The Principal(s) collaborates with appropriate staff including prior teachers, current teachers, and SSPT members to gather comprehensive evidence. This documentation packet includes work samples, letters of recommendation, standardized test scores, and other relevant assessment data that collectively demonstrate the student's readiness for acceleration.
- **Final Approval Process:** Both acceleration tracks conclude with the same approval process. All documentation is submitted to the Executive Director for review, after which the Principal(s) informs parents of the recommendation. If acceleration is approved, written parental consent must be obtained, and all forms including the

Parent Request & Acknowledgement, Teacher & Administrator Recommendation, and Summary of Findings must be filed in the student's cumulative record.

Element 4: Governance

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

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Responding to Inquiries

Charter School, including its nonprofit corporation, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that

Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

Description of Governance Structure

GICS is a directly funded independent charter school and is operated as Goethe International Charter Schools, a California Nonprofit Public Benefit Corporation pursuant to California law and is recognized as tax-exempt under Internal Revenue Code Section 501(c)(3) by the IRS.

GICS operates autonomously from the District, with the exception of supervisory oversight as required by statute and any contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Subject to any limitations in the law, the Corporation's Articles of Incorporation or Bylaws, the GICS Board of Trustees (the "Board" or the "Board of Trustees") shall manage the activities and affairs of the Corporation and shall exercise or oversee the exercise of all corporate powers. Without prejudice to the general corporate powers set forth in the Bylaws, and subject to the same limitations, the Board of Trustees has the power to:

- At its pleasure, select, remove, and supervise all officers, agents and employees of the Corporation; prescribe any powers and duties for them that are consistent with the law, the Corporation's Articles of Incorporation, and Bylaws; and fix their compensation, if any, pursuant to the terms of the Bylaws.
- Establish and change the principal executive office of the Corporation, which shall be in the State of California.
- Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, and in the corporate name,

promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

In addition to the duties listed above, the Board of Trustees is fully responsible for the operation and fiscal affairs of Goethe International Charter School including, but not limited to, the following:

- Promote, guard and guide the vision and mission of Goethe International Charter School;
- Ensure the Charter School meets its mission and goals;
- Hire, supervise, and evaluate the Executive Director;
- Approve all contractual agreements over \$20,000;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor Goethe International Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Goethe International Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Goethe International Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support Goethe International Charter School;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;

- Approve annual independent fiscal audit;
- Act as an appellate body on student expulsions.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Goethe International Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Trustees being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Goethe International Charter Schools - Organizational Chart



Description of the Major Roles & Responsibilities of the Executive Leadership Team

Executive Director

Instructional Leadership: The Executive Director provides visionary leadership and oversight for the entire school. This includes:

- Developing and implementing a school-wide academic vision.
- Evaluating the effectiveness of both elementary and secondary school curricula.
- Overseeing the professional development of all school-wide staff.

School Management: This role involves the strategic and operational management of the entire organization. Key responsibilities include:

- Developing and managing the overall school budget, including financial planning and oversight.
- Negotiating and managing all school contracts with vendors, service providers, and staff.
- Overseeing the Charter School's facilities, technology, and operational systems.
- Hiring and managing the leadership team, including the elementary and secondary principals.

Community Relation: The Executive Director serves as the primary liaison between the Charter School and all its stakeholders. This involves:

- Cultivating relationships with parents, alumni, and community leaders.
- Leading fundraising efforts and grant applications.
- Representing the Charter School at a regional and national level.

Staff Development: The Executive Director is responsible for building a strong and cohesive professional culture across the entire school. This includes:

- Mentoring and supporting the Charter School's leadership team.
- Ensuring all staff have access to professional growth opportunities.
- Fostering a positive and collaborative environment across all departments.

Elementary Principal

Instructional Leadership: The Elementary Principal sets the academic vision and ensures its implementation. This includes:

- Developing and maintaining curriculum standards for grades TK-5.
- Using student data to inform instructional strategies.
- Evaluating elementary school teachers to ensure high-quality instruction.

School Management: This role involves the administration and day-to-day operations of the Charter School. Key responsibilities include:

- Managing school resources and elementary classroom supplies.
- Overseeing elementary student discipline and safety.
- Hiring, supervising, and managing elementary school staff.

Community Relations: The Elementary Principal acts as a liaison between the Charter School and the wider community. This involves:

- Communicating with elementary school parents and addressing their concerns.
- Building relationships with community organizations.
- Representing the Charter School at various events.

Staff Development: The Elementary Principal is responsible for fostering a positive and professional environment for the staff. This includes:

- Providing professional development opportunities for teachers.
- Mentoring and coaching elementary staff to improve performance.
- Creating a collaborative and supportive school culture.

Secondary Principal

Instructional Leadership: The Secondary Principal sets the academic vision and ensures its implementation. This includes:

- Developing and maintaining curriculum standards for grades 6-8.
- Using student data to inform instructional strategies for adolescent learners.
- Evaluating secondary school teachers to ensure high-quality instruction.

School Management: This role involves the administration and day-to-day operations of the Charter School. Key responsibilities include:

- Managing school resources and secondary classroom supplies.
- Overseeing student discipline and safety for a diverse student body.
- Hiring, supervising, and managing secondary school staff.

Community Relations: The Secondary Principal acts as a liaison between the Charter School and the wider community. This involves:

- Communicating with secondary school parents and addressing their concerns.
- Building relationships with community organizations, colleges, and trade schools.
- Representing the Charter School at various events, including sporting events and graduation ceremonies.

Staff Development: The Secondary Principal is responsible for fostering a positive and professional environment for the staff. This includes:

- Providing professional development opportunities for teachers, including advanced placement training.
- Mentoring and coaching secondary staff to improve performance.
- Creating a collaborative and supportive school culture.

Special Populations Services Administrator

Programmatic Leadership: The Special Populations Services Administrator provides strategic leadership for all programs serving students with diverse needs, including special education, ELs, gifted and talented students, and foster and homeless youth. This includes:

- Implement school-wide policies and procedures to ensure compliance with federal and state regulations.
- Creating and overseeing a continuum of services and supports for students with varying needs.
- Monitoring the effectiveness of special education, EL, and other specialized programs through data analysis and program evaluation.

Student and Staff Support: This role focuses on providing direct support and resources to students, families, and staff. Key responsibilities include:

- Ensuring all students receive appropriate accommodations and services as outlined in their IEPs or other service plans.
- Training and supervising special education teachers, paraprofessionals, and support staff.
- Acting as a primary resource for parents regarding special education laws, rights, and available services.

Compliance and Administration: The administrator is responsible for all administrative and legal aspects of special populations services. This involves:

- Managing case files and documentation for all students receiving specialized services.
- Overseeing the referral, evaluation, and eligibility process for special education.
- Ensuring the Charter School is in compliance with all aspects of the Individuals with Disabilities Education Act (“IDEA”), Section 504, and other relevant legislation.

Collaboration and Communication: This role requires extensive collaboration with both internal and external stakeholders. This includes:

- Collaborating with the Principals, teachers, and other staff to integrate services and support for students with special needs into the general education setting.
- Leading and facilitating IEP meetings and other student support team meetings.
- Building and maintaining relationships with external agencies and service providers to secure additional resources for students.

Director of Operations / Financial Manager

Operational Leadership: The Director of Operations is responsible for the non-academic functions of the Charter School, ensuring smooth and efficient daily operations. This includes:

- Overseeing school safety and security, including emergency preparedness and crisis management.
- Managing student services such as food service and health services.
- Implementing and maintaining operational policies and procedures to ensure efficiency and compliance.

Facilities and Technology Management: This role focuses on the physical and technological infrastructure of the Charter School. Key responsibilities include:

- Managing all school facilities, including maintenance, repairs, and capital projects.
- Overseeing the Charter School's technology systems, including network infrastructure, hardware, and software support.
- Sourcing and managing vendor relationships for all operational needs.

Financial and Business Management: The Director of Operations works closely with the Executive Director on the Charter School's financial health. This involves:

- Assisting with the development and management of the operational budget.
- Managing procurement, inventory, and supply chain logistics for the entire Charter School.
- Ensuring compliance with all local, state, and federal regulations regarding school operations.

Human Resources and Administration: This position is also responsible for the administrative and non-instructional staff. This includes:

- Hiring, training, and supervising the operations team (e.g., custodial, front office, and security staff).
- Serving as a resource for staff on human resources and payroll matters.
- Creating a positive and supportive work environment for all operational staff.

Governing Board Composition and Member Selection

GICS is governed by the corporate Board of Trustees for Goethe International Charter School, who will maintain active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter. The number of Trustees of the Corporation shall be a minimum of five (5) and a maximum of nine (9), with the exact number fixed from time to time by the affirmative vote of a majority of the Board. The authorized number of Trustees of the Corporation may be changed by the affirmative vote of a majority of the Board. The Board will be comprised of individuals with appropriate skills and experience to further the oversight and governance of the organization in accordance with its mission. The Board shall at all times have two (2) elected parent representatives. In addition, the Charter Authority, Los Angeles Unified School District, shall have the right to appoint a representative to the Board if it chooses to do so.

Board appointed Trustees shall be appointed at each Annual Meeting (defined below) of the Board. Each Trustee shall hold office for (1) one year and until a successor Trustee has been designated and qualified. Prior to the Annual Meeting each year, or in the event of a vacancy of a parent-elected representative position on the Board, the Board will oversee the election of the parent-elected representatives. A parent-elected Trustee shall hold office for a (2) two-year term and may be re-elected by the parents for a second term. All parents/guardians of currently enrolled students will be eligible to serve as a Trustee; if a parent-elected representative's child(ren) withdraw(s) from the Charter School, the parent representatives' seat shall be deemed vacant. Each family of a currently enrolled student(s) will be entitled to one vote per family.

Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the bylaws a simple majority is all that is needed to fill each seat (except for the representative of the District, if any, and the parent-elected seats).

All Trustees, including a Trustee appointed to fill a vacancy, shall hold office until the next Annual Meeting, or until their earlier resignation or removal pursuant to the terms of these Bylaws. At each Annual Meeting, each seat, except for the seat of the representative of the Chartering Authority and the parent-elected seats shall be filled by a vote of the current Trustees; a majority vote of the current Trustees shall be sufficient to appoint a Trustee. All Trustees shall take office at the conclusion of the Annual Meeting. The representative of the Chartering Authority, if any, shall be appointed by the Chartering Authority. The parent-elected representatives shall be elected as provided in this section.

Although not required, the Board will strive to create an odd number of Trustees for voting purposes.

At all times, the Board will strive to seat members that have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, or public relations. Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business.

No person serving on the Board of Trustees may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Governance Procedures and Operations

The Board of Trustees meets at least eight times during the school year at the Charter School site, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Trustees meets within the physical boundaries of Los Angeles County. Additional meetings are called as necessary and comply with all of the provisions of the Brown Act. Annual meetings take place in June, wherein the Board sets the annual calendar of Board and standing committee meetings, if any, following a recommendation by the Executive Director and an open, public process.

Agendas for regular meetings will be published in advance, distributed to each member of the Board of Trustees, and posted near the entrances of the Charter School, specifically at the entrance of the Charter School's main office, as well as on the Charter School's website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted at least 24 hours before the meeting via the same means as a regular meeting. In the event of an emergency meeting, the Board will comply with the one-hour notice provisions of the Brown Act.

A majority of the trustees then in office shall constitute a quorum, in accordance with the Brown Act. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present shall be the act of the Board. Trustees may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Members of the Board of Trustees may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a) At a minimum, a quorum of the members of the Board of Trustees shall participate in the teleconference meeting from locations within the physical boundaries of Los Angeles County;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) If the Board of Trustees elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d) All locations where a member of the Board of Trustees participates in a meeting via teleconference must be fully accessible to members of the public, and members of the public shall be provided with an opportunity to address the Board of Trustees directly at each teleconference location. This means that members of the Board of Trustees who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location;
- e) Members of the public must be able to hear what is said during the meeting; and
- f) Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting as the Brown Act prohibits it.

The Charter School has adopted a Conflict of Interest Policy and a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Goethe International Charter School Board of Trustees will participate in training to ensure that all members understand their responsibilities, with required topics including ethics (AB 2158), conflicts of interest, and the Brown Act.

The Board of Trustees may, in its discretion, form committees in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School meets its mission and goals.

Recruiting and selecting new members for the Board of Trustees is a deliberate and strategic process that ensures the Charter School's governance remains skilled, diverse, and aligned with the Charter School's mission and vision. This process is guided by the Charter School's bylaws, governance policies, and the requirements of its authorizing agency, and typically involves the following key steps:

- 1. Identification of Board Needs** - The process begins with an assessment of the current Board's composition and capacity to determine areas where additional expertise,

representation, or perspective may be needed. This may include skills in finance, law, education, governance, fundraising, or community engagement.

2. Targeted Recruitment - Recruitment efforts are conducted through multiple channels, including the professional and personal networks of current Board members, referrals from key stakeholders, and partnerships with organizations that support nonprofit board development. The goal is to attract individuals who bring diverse experiences and a strong commitment to the Charter School's mission.
3. Application and Vetting – Prospective candidates are invited to submit a résumé and complete an application outlining their qualifications, areas of interest, and alignment with the Charter School's values and goals. The Executive Director reviews all applications and conducts initial interviews to assess fit. If a candidate is deemed promising, reference checks are conducted as part of the due diligence process. At the board's discretion, a designated ad hoc committee may be formed to collaborate with the Executive Director in reviewing and vetting candidates.
4. Nomination and Appointment – Once a candidate has been thoroughly vetted and recommended by the Executive Director and/or the Governance Committee, they are formally nominated for board membership. The nomination is then presented to the full Board of Trustees for consideration. In accordance with the Charter School's bylaws, the appointment of a new trustee requires a simple majority vote of the Board.
5. Onboarding and Training – Following appointment, a new Board member engages in a structured onboarding process designed to ensure a smooth and effective transition into their governance role. This includes an orientation covering the Charter School's mission, strategic goals, governance structure, financial oversight responsibilities, and legal and ethical obligations. A new board member is also expected to complete any trainings mandated by the Charter School's authorizer or state regulations. To further support the integration, a new trustee is paired with a current board member for informal mentorship. Both the Executive Director and Excellent Education Development ("ExED") are available to provide additional guidance and resources as needed.

Stakeholder Involvement

Although teachers and staff do not serve as members of the Board of Trustees, all stakeholder groups within the Charter School community play a vital role in advancing the vision and mission of the Charter School and its programs.

Parent Advisory Committee

The PAC shall review and comment on the development or annual update of the LCAP. GICS' PAC consists of parents/guardians, administrators, and other school personnel. The PAC reviews the LCAP by examining the Charter School's goals and progress, and it also conducts a Comprehensive Needs Assessment. As part of this process, the committee records comments during comprehensive data reviews, gathers recommendations from its members, and provides input to help shape and strengthen the LCAP.

Student Advisory Committee

The Student Advisory Committee consists of students in grades 6 through 8, and includes students from the following student groups: at-risk students /disadvantaged students, socio-economic diversity, cultural diversity as well as English learners. The student advisory committee meets at least three times a year to review the LCAP and make recommendations to help strengthen the LCAP.

English Learner Advisory Committee

Key requirements of the ELAC include that parents or guardians of EL students must make up at least the same percentage of the ELAC as their children represent of the total student population. ELAC members receive training materials and support to ensure they are well prepared to carry out their advisory responsibilities. The ELAC's responsibilities involve advising the administration on programs and services for English Learners, as well as engaging in an ongoing review of the Charter School's English Learner Master Plan, reclassification criteria, and available programs and resources.

Throughout the year, ELAC meetings focus on reviewing student performance data, including i-Ready and ELPAC results, and using that information to guide recommendations for instruction and support. Members also provide input on the Local Control and Accountability LCAP, offering parent perspectives on current goals, measures, and actions, while helping to shape priorities for the following year. These ongoing conversations ensure that the voices of EL families are incorporated into schoolwide planning and decision-making.

Goethe Parent Association

As a school founded by parents, Goethe International Charter School is deeply rooted in the belief that a dedicated parent body and a collaborative community are essential to the Charter School's success. GICS recognizes that when families are actively engaged in their children's education, students thrive—and so does the Charter School as a whole.

Parent participation is not only welcomed, but celebrated as a vital part of school life. Every parent or guardian of an enrolled student is automatically a member of the Goethe Parent Association ("GPA"), which plays a central role in fostering community, supporting the Charter School's mission, and building strong connections between families and staff. Although not a formal legal entity, the GPA elects its own leadership annually, including a President, Vice President, and other roles, each serving a one-year term. The GPA President or Vice President provide updates to the Board of Trustees twice a year, ensuring parent voices are meaningfully represented in school governance.

The GPA's primary function is to encourage and coordinate parent involvement, helping families stay informed about school programs and opportunities to engage. Monthly GPA meetings are open to all parents and held on campus. They include updates from various committees, insights into upcoming events, and encouragement for continued support and engagement. Meeting dates are shared via the Charter School newsletter and website.

In addition to these structured opportunities, GICS encourages each family to contribute five (5) volunteer hours per month. A wide range of volunteer activities are available to accommodate different interests, skills, and schedules, and all opportunities are coordinated through the GPA.

While volunteerism is strongly encouraged as part of the Charter School’s culture of community engagement, it is never mandatory. No child will be denied admission, services, or participation based on a family’s ability or decision to volunteer. Clear guidance on the Charter School’s volunteer policy is provided in the Family Handbook and through meetings led by the GPA and school administration.

At GICS, parent involvement is more than tradition. It is the foundation of a thriving, inclusive, and engaged school community. It builds the kind of environment where children flourish and families feel truly connected.

Coffee Chat with the Administrative Leadership Team

Once a month, on the Friday following each Board of Trustees meeting, the GICS administration invites all families to attend a Coffee Chat with the Administrative Leadership Team. These informal gatherings provide an open and welcoming space for families to stay informed about key topics discussed at the board meeting, as well as receive important updates on academics, school operations, upcoming events, and current challenges. The Coffee Chats foster transparency, strengthen the home-school connection, and offer families the opportunity to engage directly with school leadership in a collaborative and supportive setting.

LCAP

Goethe International Charter School is deeply committed to the principles of the LCAP, ensuring that the voices of all stakeholders—families, teachers, staff, administration, and students—are meaningfully included in both the development and annual updates of the plan.

Parent input is gathered through the PAC and the ELAC, both of which meet monthly throughout the school year to provide ongoing feedback and guidance. Student perspectives are integrated through the Student Advisory Committee, which convenes three times per year to share insights and priorities from the student body.

In addition to these structured forums, GICS invites families, teachers, staff, and students to participate in a series of surveys conducted throughout the year. These surveys offer valuable opportunities for all members of the Charter School community to contribute feedback, ensuring the LCAP reflects a broad and inclusive range of experiences, needs, and aspirations.

The GICS website provides up-to-date information about the LCAP.

The Charter School shall present a mid-year update on the LCAP, along with the LCFF Budget Overview for Parents, no later than February 28 each year. This presentation will be included as a non-consent item during a regularly scheduled meeting of the Board of Trustees to allow for full discussion and public transparency.

Each year, at the Board of Trustees Annual Meeting, the LCAP and the LCFF Budget Overview for Parents are formally presented and reviewed during a public hearing. This process ensures transparency, meaningful oversight, and active community engagement in the Charter School’s planning and budgeting efforts. Following the public hearing, the Board of Trustees holds a formal vote to approve the LCAP and the accompanying budget overview.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code §47605(c)(5)(E).)

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

GICS will comply with the mandates of the Elementary and Secondary Education Act (“ESEA”)/ ESSA as they apply to charter schools. GICS teachers will hold the California Commission on Teacher Credentialing (“CTC”) certificate, permit or other document required for their certificated assignment and teachers who provide instruction to English Learners will have a CLAD or BCLAD certificate, or other CTC-recognized equivalent authorization. GICS's office will maintain current copies of all teacher and paraprofessional credentials such that they are easily accessible.

Before any employee can begin service at GICS they must provide evidence of medical clearance for communicable diseases and Mantoux tuberculosis (“TB”) and clear for employment a background check from the DOJ and FBI. Records of fingerprinting/background screening and TB test are kept on file and are available for audit.

Employee Qualifications and Responsibilities

1. Executive Director

The Executive Director is responsible for the operation of the Charter School overseeing the educational program as well as all administrative initiatives and duties. The Executive Director is responsible for establishing and implementing best practices for all Charter School operations, including admission, marketing, finance, facilities, and

fundraising, that demonstrate integrity at all levels of the Charter School. The Executive Director reports to the Board of Trustees. Experience and strong skills in communications on multiple levels and to varied stakeholders are vital. Experience in elementary school education sufficient to oversee the educational program is required.

Responsibilities:

- Governance
 - Broker relationships and agreements between LAUSD and the Charter Board of Trustees
 - Assure necessary governance, compliance and student records are maintained and updated
 - Work in partnership with the Board of Trustees to establish and refine the Charter School's mission and articulate the mission to all constituencies: students, faculty and staff, parents, alumni/ae, and the community
 - Organize and prepare the meetings of the Board of Trustees
 - Co-create a five-year strategic plan with the Board
 - Ensure compliance with all laws, board policies and federal, state, District and city regulations
 - Oversee/create the Charter School calendar, master schedule, teacher schedules, and staff and family handbooks
 - Supervise data collection, co-create accountability metrics, analyze school data with Board and staff
 - Supervise District oversight visit preparation and execution, and response to recommendations from District
 - Assure adherence to the Charter to assure compliance
- Facilities
 - Develop long term facilities solution
 - Negotiate Prop. 39
- Fiscal Management
 - Establish and oversee business office operations
 - Develop and monitor the annual school budget
 - Apply for grants and other appropriate funding programs.
 - Coordinate budgetary recommendations to the Board of Trustees in alignment with the Charter School plans to increase student achievement.

- Oversee the development and monitoring of all special education budgets and expenditures.
- Develop and oversee the implementation of the LCAP.
- Institutional Development
 - Identify and analyze best practices for continuous school improvement
 - Through strategic fundraising and marketing including foundation and corporate grant writing, annual and capital campaigns, and publicizing the Charter School, acquire resources that sustain and enrich the Charter School's programs
- Community Engagement/Communication
 - Serve as the primary interface with the public and the media and oversee internal and external communication
 - Represent the charter at the local, state and national level
 - Build and maintain strong relationships with staff, administration, families, students, LAUSD, and the Charter School community that support all parties' success
 - Represent the Charter School within the educational, business, and greater community
 - Coordinate student recruitment with special emphasis on ensuring a student population that reflects the diversity of the community
- Human Resources
 - Set employee salary levels and benefits (including compensation matrix) for school employees
 - Hire, supervise and evaluate staff

Qualifications

- The ideal candidate will have proven experience guiding diverse school communities and advancing innovative instructional programs. Familiarity with, and dedication to, the International Baccalaureate PYP and MYP. The Executive Director should also bring strong financial, organizational, and stakeholder engagement skills to ensure academic excellence, fiscal sustainability, and the long-term success of the Charter School. Experience serving and advocating for at-risk and culturally diverse student populations is highly desirable.
- Required:
 - Master's Degree in Administration or related field
 - Possess a California Administrative Services Credential

- Five or more years of teaching experience
- Five or more years of school principal experience
- Leadership/Management Experience
- Evidence of High Expectations of Academics and Student Behavior
- DOJ Fingerprinting Background Check Clearance
- Negative TB risk assessment or examination
- CPR certified
- Preferred:
 - Strong financial management and organizational skills, including budget oversight and resource development.
 - Excellent communication, collaboration, and relationship-building skills with diverse stakeholders (students, families, staff, board, and community partners).
 - Demonstrated commitment to equity, inclusion, and serving diverse and at-risk student populations.
 - Additional second language preferred.

2. Elementary and Secondary Principal(s)

The Elementary and Secondary Principals collaborate with the Executive Director to synthesize GICS' mission, vision and goals into an annual operational and strategic plan. Under the direction of the Executive Director/Principal, the Elementary and Secondary Principals supervise faculty and staff and support the hiring process with the support of the Director of Operations. The Elementary and Secondary Principals facilitate parent conferences, interventions, student support teams and students with disabilities. The Principals' leadership sets the tone for the Charter School, establishing a safe and supportive learning and work environment for students, staff and parents. Additionally, the Elementary and Secondary Principals will have responsibilities in the following areas:

Responsibilities:

- Human Resources
 - Assist the Executive Director in the hiring and evaluating of instructional staff to achieve educational goals.
 - Hire and evaluate the Instructional Aides.
 - Supervise and coordinate site volunteers.
 - Develop and schedule classes and teacher assignments for students.
- Instructional Leadership/Professional Development

- Ensure student achievement is a top priority for all staff by focusing on results.
- Encourage the use of innovative instructional approaches for all learners to include special education students, gifted students and English Learners.
- Strengthen the Charter School programs to include German Immersion, German Language Acquisition and the Primary Years Programme.
- Develop curriculum and provide pacing guides for core subjects to ensure consistency across the grade levels and adherence to the State Standards.
- Implement a data driven system to monitor and assess student achievement.
- Analyze internal and external data and prepare reports for various audiences.
- Plan and conduct regularly scheduled staff meetings with the purpose of aiding in the coordination of programs and services that support student achievement.
- Design teacher collaboration and planning time.
- Consistently observe and mentor classroom teachers.
- Create a yearlong professional development plan to include student health, safety, discipline and conduct.
- Keep current on latest educational development through in-services, conferences, programs and professional materials.
- Maintain and continue to develop professional expertise in areas of educational philosophies and practices (with special focus being on IB and Immersion), management skills and school site administration.
- Provide assistance in selection of instructional materials.
- Maintain and monitor plans and programs for student health, safety, discipline and conduct.
- Implement and monitor the school wide discipline system and collect and analyze discipline data.
- Consistently observe and mentor Instructional Aides
- Lead professional development around discipline and safety issues for the entire staff.
- Update as necessary Site Emergency Plan and lead the Charter School based emergency team.

- District/State/Federal Accountability
 - Assure that all state mandated testing is administered and submitted.
 - Monitor methods which student progress shall be assessed.
- Community Engagement/Communication
 - Represent GICS at local, county and state level committees.
 - Provide curriculum information to the staff and GICS Board of Trustees.
 - Facilitate collaboration among teachers.
 - Provide stakeholders with timely, useful and understandable information related to policies and practices including data about student performance.
 - Work with civic and community service organizations.
 - Develop and maintain relationships among parents, students, teachers, staff, community members, Board of Trustees, and all other stakeholders.
 - Conduct community outreach efforts to enhance school diversity.
 - Serve on various committees, such as PAC and ELAC.
 - Receive and respond to inquiries, concerns and complaints from staff, students and parents.
 - Cultivate the leadership potential of the students by supervising the implementation of the student council and the house system.
 - Organize school events, such as Community Universities, School Assemblies and student competitions.
 - Conduct community outreach efforts to enhance school diversity.
- School Culture
 - Assist and support teachers in modifying student behavior.
 - Facilitate parental involvement in the educational process.
 - Infuse behavioral attitudes and attributes delineated in the IB model into school culture.
 - Maintain and monitor plans and programs for student health, safety, discipline and conduct.
 - Participate in SSPTs and IEPs.
 - Coordinate positive student recognition program.

Qualifications

The Principal(s) at Goethe International Charter School should possess leadership abilities and an educational vision that is consistent with the Charter School's mission and educational program. The Principal(s) should be familiar with and committed to implementing the International Baccalaureate Primary Years Programme and Middle Years Programme and the foreign language (German) immersion and acquisition programs as articulated in the approved charter petition. Experience in a school serving at-promise and diverse populations is highly desirable.

- Required:
 - Master's Degree in Administration or related field
 - Possess a California Administrative Services Credential
 - Five or more years of teaching experience
 - Leadership/Management Experience
 - Evidence of High Expectations of Academics and Student Behavior
 - DOJ Fingerprinting Background Check Clearance
 - Negative TB risk assessment or examination
 - CPR certified
- Preferred:
 - Second Language Proficiency
 - International Experience
 - Knowledge and Experience with International Baccalaureate Primary Year Programme or Middle Years Programme
 - Technology/Data Analysis Experience
 - Financial/School Budget Development or Business Experience

3. Director of Operations/Financial Manager

The Director of Operations/Financial Manager leads the Charter School's office team and oversees the business aspect of the organization. The Director of Operations/Financial Manager collaborates with all levels of staff, administration and parents and handles multiple projects simultaneously.

Responsibilities:

- Manage the daily operations of the Charter School office, directly supervising the Enrollment and Attendance Officer as well as the Finance and Office Coordinator. Coordinate workflow and assignments.
- Develop and maintain office/school policies and procedures including the preparation and dissemination of information. Functional supervision of the implementation and recording of such policies/procedures.

- Ensure compliance with attendance taking procedures and student records.
- Manage the Prop 39 Intent to Enroll campaign and complete Prop 39 application under the direction of the Executive Director.
- Manage student enrollment process, to include the annual lottery and further data collection related to enrollment under the direction of the Executive Director.
- Plan and manage fundraising activities under the direction of the Executive Director and with the help of community stakeholders.
- Create and maintain donor base.
- Support the Executive Director in cost budget management: Including but not limited to tracking expenses, purchasing supplies, review tracking of budget line items in collaboration with the outside financial service provider and the Finance and Office Coordinator.
- Oversee all outside service ordering and tracking, including but not limited to transportation, substitute and special education services.
- Manage all inventory tracking, including but not limited to supplies, uniforms, textbooks and equipment.
- Plan and conduct school information tours for prospective families.
- Process new employees to include contract, DOJ clearance, TB clearance, benefits and retirement information.
- Certify DOJ clearances as the Custodian of Records.
- Coordinate Risk Management, Workers Compensation and insurance claims.

Qualifications

- Requirements:
 - Bachelor's degree in Business Administration
 - Five or more years of experience in school operations and finance
 - DOJ Fingerprinting Background Check Clearance
 - Negative TB risk assessment or examination
 - Strong ability to lead, manage and develop staff.
 - Must be highly proficient in the use of all MS Office applications. If not already proficient in Mail Chimp and Edlio web engine administration application, must be comfortable in learning new computer skills. PowerSchool proficiency preferred.

- Excellent interpersonal and communication skills in English, both written and oral. Additional second language preferred. Ability to exercise discretion in the dissemination of information.
- Strong organizational skills, high level of personal responsibility and drive towards ambitious goals. Ability to prioritize tasks for self and team in an often-hectic environment in order to complete projects on time.

4. Special Populations Services Administrator

The Special Populations Coordinator is responsible for the identification of student needs, coordination of support services, and ensuring compliance with all applicable regulations for special student populations. These populations include, but are not limited to, students with IEPs, 504 Plans, ELs, GATE students, students experiencing homelessness, and Foster Youth.

Requirements

- Ensure compliance with all federal, state, and local regulations, including LAUSD requirements.
- Ensure services are provided within established budgets and that resources are appropriately allocated.
- Coordinate and oversee the evaluation process for student eligibility for special programs and designations within required timelines.
- Oversee the development, implementation, and evaluation of programs and services for special student populations.
- Provide training and professional development for staff on best practices and procedures.
- Serve as a resource and provide direct support to teachers and staff working with special student populations.
- Assist teachers with analyzing student data to support informed instructional decisions.
- Analyze program data to monitor effectiveness and inform strategic planning. Communicate regularly with stakeholder groups, including teachers, administrators, parents, students, and community partners.
- Represent the Charter School at meetings, workshops, and events related to special student populations.
- Conduct regular classroom observations and program evaluations to support student success and staff development.

Specific Areas of Responsibility

- Special Education

- Facilitate the development and implementation of Individualized Education Programs
- IEPs for students with disabilities.
- Ensure timely coordination and facilitation of IEP meetings.
- Collaborate with teachers, parents, and specialists to ensure IEPs are individualized
- and effective.
- Monitor student progress and make necessary adjustments to IEPs.
- Provide case management for all students with IEPs.
- Conduct parent meetings as required by law.
- Behavior Intervention Implementation Specialists and the Resource Specialist.
- 504 Plans
 - Collaborate with the Charter School Principal(s) to conduct SSPT meetings.
 - Coordinate and facilitate 504 Plan meetings as determined by the SSPT or IEP team within required timelines.
 - Collaborate with teachers, parents, and other professionals to develop effective 504 Plans.
 - Monitor student progress and update 504 Plans as needed.
 - Provide case management for all students with 504 Plans.
- English Learners
 - Conduct assessments within required timelines for students designated as English Learners.
 - Coordinate assessments, reclassification processes, and interventions for EL students.
 - Provide case management for all EL students.
 - Ensure compliance with all district, state, and federal requirements for English Learner programs.
 - Conduct parent meetings in accordance with legal requirements.
- GATE
 - Coordinate the identification process for students eligible for GATE programs.

- Ensure compliance with district, state, and federal requirements for GATE programs.
- Collaborate with teachers and parents to develop appropriate educational plans and enrichment opportunities for Gifted students.
- Monitor the progress of GATE students and support appropriate instructional adjustments.
- Provide resources, guidance, and training to staff working with Gifted students.
- Conduct parent meetings and maintain ongoing communication regarding GATE identification, programming, and student progress.
- Foster Youth
 - Advocate for the educational rights and needs of Foster Youth, ensuring they have access to appropriate services and supports.
 - Serve as the point of contact for Foster Youth, their families, and social workers, providing resources and guidance.
 - Collaborate with school staff, social workers, and other professionals to develop individualized support plans.
 - • Assist with enrollment, attendance, and placement matters for Foster Youth.
- Homeless Youth
 - Inform parents/guardians of their rights under the McKinney-Vento Act and available resources.
 - Connect students experiencing homelessness with necessary services, including transportation, free meals, and other supports.

Qualifications, Abilities, and Skills

- Bachelor’s Degree required.
- Current teaching credential with CLAD or BCLAD authorization required.
- Excellent interpersonal skills and demonstrated cultural competency.
- Strong oral and written communication skills with both students and adults.
- Demonstrated problem-solving ability, insight, and sound judgment.
- Working knowledge of Special Education, English Learner programs and regulations, Gifted programs, and laws pertaining to Foster Youth and Homeless Youth.
- Self-starter with the ability to work both independently and collaboratively.

- Ability to multi-task, meet deadlines, and maintain strong organizational skills with attention to detail.

5. International Baccalaureate Curriculum and Assessment Coordinator

The IB Curriculum and Assessment Coordinator is responsible for developing, implementing and maintaining the IB PYP and MYP standards within the Charter School environment. The IB Coordinator is committed to meeting the needs of all students in a multilingual learning environment. The IB Coordinator is experienced with the IB PYP and MYP and has a working understanding of the program from an instructional and administrative level. The IB Coordinator must continuously monitor and measure the success of the Units of Inquiry and their alignment with the State Standards, the Charter School's mission, and the German language curriculum.

Responsibilities

- Monitor and measure the success of the current Primary Years Programme and assist with the development and growth of the Middle Years Programme.
- Align the IB program with the Common Core Standards and the dual language immersion program.
- Support the written, taught and assessed essential elements of the PYP/MYP/State Standards/GLA – GICS Curriculum Framework.
- Provide staff professional development.
- Assist teachers by modeling IB lessons.
- Support teachers in the development and implementation of the essential elements of the Primary Years Programme and Middle Years Programme.
- Develop and implement an Assessment Policy to measure student growth.
- Organize off-site professional development through the International Baccalaureate Organization (IBO) workshops.
- Attain and manage documentation as mandated by the IBO.
- Serve as a liaison between GICS, International Baccalaureate Organization, and other IB World Schools.
- Inform parents and greater community about elements of the IB Programme.
- Lead development of assessment policy that measures student progress in the elements of the program both horizontally and vertically.
- Assist the Principal(s) in all aspects of the instructional design of the program including: curriculum design, instructional strategies, professional development training, coordination of assessment, observation and evaluation of instructors, and coordination with community partners.

Requirements

- Bachelor's degree
- Valid California Teaching Credential
- 5 years or more of teaching experience
- IB PYP or MYP Experience required
- Dual language immersion experience preferred
- DOJ Fingerprinting Background Check Clearance
- Negative TB risk assessment or examination

6. Resource Specialist Program Teacher(s)

The Resource Specialist Program Teacher is responsible for planning instruction and/or adaptation of the education program to enable special needs students to benefit from educational experiences and overseeing all aspects of the special education IEP team process for the Charter School.

Responsibilities

- Contributing to the design of a rigorous, project-based curriculum with a focus on becoming a world citizen.
- Act as case manager for students on their caseload.
- Monitor student progress toward goals and objectives.
- Participate as a member of the Individualized Education Program team and other special education meetings.
- Collaborate with general education teachers to determine and document the present levels of performance for special education students in areas such as written communication, reading, math, behavior, and pre-vocational skills.
- Communicate and monitor accommodations and modifications for general education programs.
- Create a visual schedule for service minutes of special education students seen in the week.
- Implement and prepare IEPs: Formal testing, collection of informal data, communicates with general education teachers and parents, observes student performance.
- Managing Special Education Data Systems.
- Collaborate with general education teachers to develop student specific accommodations, modifications, and testing accommodations to present at IEP.
- Provide written reports and new goals for IEPs.
- Provide direct and/or consultation services as defined on the IEP.
- Monitor student progress, participate in review and revision of IEP.

- Consult with the general education teacher to adapt and/or modify curriculum per the IEP.
- Serve as coordinator of IEP implementation with general education staff.
- Participate as a member of the SSPT in the identification, assessment, and instructional planning process.
- Teach students in a wide variety of levels and age ranges.
- Develop a rapport and an effective working relationship with other special education team members and the supervising teachers.
- Communicate and provide a progress report per grading period to parents regarding student progress.
- Work with special education students; modify/adapt general education curriculum.
- Prepare student education plans in consultation with parents and IEP team members.
- Design instruction, both individual and small group, which parallels the general education curriculum.
- Plan, prepare, and implement lesson plans that utilize a variety of instructional strategies.
- Differentiate teaching based on the diverse and individual needs of all students.
- Maintain high expectations for students' learning and overall conduct.
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor students' mastery of the content standards.
- Participate regularly in professional development and reflecting on teaching practice.
- Communicate and build positive relationships with students, students' families, colleagues and other stakeholders.

Requirements

- Valid California Special Education Teaching Credential
- EL authorization, CLAD or equivalent.
- One or two years' experience teaching students with exceptional needs.
- Knowledge of subject area and current instructional methodologies, technology, and techniques associated with students with disabilities
- Experience with evaluating goals and objectives for IEPs.
- Communicate effectively, both orally and in writing.

7. Elementary Intervention Teacher

The Elementary Intervention Teacher is responsible for providing targeted academic support in literacy and mathematics to students in grades TK–5 who are not yet meeting grade-level expectations. This role directly supports the mission of Goethe International Charter School by ensuring equitable access to a rigorous, inquiry-based curriculum within a dual language and International Baccalaureate (IB) framework. The Intervention Teacher works closely with classroom teachers, support staff, and families to design and implement differentiated instruction that accelerates student learning and fosters confidence and engagement.

Responsibilities

- Provide small-group and individual instruction in foundational literacy and mathematics skills to identified students in grades K–3.
- Collaborate with classroom teachers to identify students in need of intervention using classroom assessments, benchmark data, and progress monitoring tools.
- Design and implement targeted, research-based intervention lessons aligned with grade-level standards and the IB PYP.
- Maintain a consistent schedule of intervention sessions and monitor student progress toward measurable goals.
- Collect, analyze, and maintain student progress data; adjust instruction based on results and communicate updates to teachers, administrators, and families.
- Provide strategies and resources to general education teachers for supporting struggling learners within the classroom setting.
- Participate in Student Success and Progress Team (SSPT) meetings and collaborate in the development of student support plans.
- Partner with staff to ensure interventions support the needs of English Learners.
- Engage in professional development focused on intervention strategies, early literacy/mathematics development, and culturally responsive instruction.
- Maintain high expectations for student learning and growth, while nurturing a positive and inclusive environment for young learners.

Requirements

- Valid California Multiple Subject Teaching Credential
- English Learner Authorization (CLAD, BCLAD, or equivalent).
- Minimum of four years of teaching experience, preferably in an elementary setting.
- Demonstrated expertise in early literacy development (phonics, phonemic awareness, fluency, comprehension, and writing) and elementary mathematics foundations.

- Knowledge of research-based intervention programs and practices for elementary students.
- Ability to collect, analyze, and use student data to inform instruction and monitor progress.
- Strong communication and collaboration skills with colleagues and families.
- Commitment to equity, inclusion, and meeting the needs of diverse and at-promise student populations.
- Familiarity with International Baccalaureate PYP and/or dual language immersion programs preferred.

8. Teachers

All teachers at Goethe International Charter School are required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment.

Teachers are responsible for implementing the GICS educational program in their classrooms. They must coordinate their planning and instruction with their teaching partner and work collaboratively with the Executive Director, Principal, Special Populations Services Administrator, the IB Coordinator, and other staff. Teachers will design assessments, evaluate assessment results and adjust their instruction based on these results. Teachers will need to follow and enforce GICS policies such as attendance reporting, at-promise identification and intervention as well as student behavior procedures. Teachers at GICS are expected to be knowledgeable about child development and have experience working collaboratively.

Responsibilities

- Implement the GICS educational model.
- Implement State Standards.
- Coordinate and plan instruction with grade level/subject area teams.
- Analyze student data to inform instruction.
- Work collaboratively with the Administration, Coordinators, and staff.
- Communicate with families about academic and behavioral progress.
- Participate in all school-funded professional development.
- Follow all policies and procedures as outlined in the GICS Staff Handbook.

Requirements

- Bachelor's degree
- CTC certificate, permit, or other document required for the certificated assignment

- CLAD for teachers in the English classroom and BCLAD for teachers in the German classroom, or the CTC equivalent
- Strong background in and command of academic content
- DOJ Clearance from FBI/DOJ
- TB Clearance
- Commitment to team-teaching in a foreign language immersion/IB PYP or MYP program

Additional Requirements for Transitional Kindergarten Teachers

The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one of the following:

- (A) At least 24 units in early childhood education, childhood development, or both.
- (B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency is comparable to the 24 units of education described in subparagraph (A).
- (C) A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

9. *Physical Education (PE) Coach*

The PE Coach fosters physical fitness, teamwork, and positive character development through engaging and developmentally appropriate physical education activities. This role supports students in meeting California physical education standards while promoting healthy lifestyles, sportsmanship, and the IB Learner Profile attributes. The PE Coach works closely with faculty and administration to ensure a safe and inclusive environment for all students.

The ideal candidate is energetic, motivational, and experienced in coaching or teaching elementary and middle school students in athletics, fitness, and health education.

Responsibilities

Instruction & Student Engagement

- Plan, deliver, and assess physical education lessons that align with California PE standards and IB program goals.
- Provide instruction in fitness, movement, and sports, ensuring activities are inclusive and accessible to students of all abilities.
- Encourage teamwork, cooperation, and sportsmanship in all activities.

- Differentiate instruction to support diverse learners, including students with special needs.
- Monitor and promote student progress toward personal fitness goals.

Health, Safety & Supervision

- Maintain a safe environment for all physical education classes, activities, and equipment use.
- Supervise students during PE, recess, and school events as assigned.
- Teach and model safe practices in physical activity, warm-ups, and conditioning.
- Address and report accidents, injuries, or safety concerns promptly to administration.

Collaboration & School Involvement

- Collaborate with classroom teachers, special education staff, and administrators to support student growth.
- Contribute to school-wide events, wellness initiatives, and extracurricular athletic activities.
- Communicate with parents and families regarding student progress, participation, and achievement.
- Attend required trainings, workshops, and staff meetings.

Additional Duties

- Support behavior expectations in alignment with GICS values and IB philosophy.
- Perform other duties as assigned by the administrative team.

Requirements

- Bachelor's degree in Physical Education, Kinesiology, or a related field (or equivalent experience).
- Valid California Single Subject Credential in Physical Education Prior experience teaching, coaching, or supervising physical education activities Knowledge of California physical education standards and best practices for adolescent development.
- Strong classroom management and organizational skills.
- Ability to motivate and inspire students to pursue healthy, active lifestyles.
- Effective communication and interpersonal skills with students, families, and staff.
- TB clearance and DOJ fingerprint clearance required.

Preferred Qualifications

- CPR and First Aid certification.
- Experience coaching extracurricular or competitive sports.

10. Enrollment and Attendance Officer

The Enrollment and Attendance Officer plays a critical role in supporting the smooth and effective operations of Goethe International Charter School by managing all aspects of student enrollment, admission, attendance, and student data. This position serves as a key point of contact for prospective and current families, ensuring accurate recordkeeping, compliance with state and charter regulations, and strong communication between home and school.

In addition to overseeing the enrollment and attendance process, this role coordinates the annual lottery, manages the Independent Study program, and provides administrative support for student programs, clubs, athletics, and camps. The ideal candidate is detail-oriented, service-minded, and able to manage sensitive data with integrity while thriving in a fast-paced school environment.

Responsibilities

- Student Enrollment and Admission
 - Manage all aspects of student enrollment, registration, and placement.
 - Validate required documentation (residency, birth certificates, immunizations) and maintain accurate student files.
 - Organize and oversee the annual school lottery process and manage the waitlist in compliance with state and charter regulations.
 - Serve as a welcoming, professional point of contact for prospective and new families.
 - Respond to enrollment- and attendance-related inquiries from current families.
- Attendance and Student Records
 - Monitor and record daily student attendance and follow up on absences in collaboration with administrators and teachers.
 - Identify patterns of absenteeism and support early intervention efforts.
 - Generate and distribute attendance notifications, including unexcused absences and truancy information.
 - Maintain accurate and confidential student records (health, special education, transcripts, custody documents).
 - Process student record requests and ensure compliance with reporting requirements.

- Update student data in PowerSchool and manage class rosters, emergency binders, and demographic records.
 - Communicate with outside schools and agencies to verify or obtain student records.
- Independent Study Program
 - Coordinate and document the Independent Study program in collaboration with administrators and teachers.
 - Ensure program compliance with state regulations and reporting requirements.
 - Communicate timelines and requirements to families and submit required reports.
- Compliance and Reporting
 - Prepare and submit state and district-mandated reports, including CALPADS, CBEDS, attendance, and enrollment data.
 - Support internal and external audits related to attendance and enrollment records.
- General Office and Administrative Support
 - Provide professional and responsive assistance to students, families, and visitors in the front office.
 - Answer incoming calls and respond to inquiries in a timely manner.
 - Provide support for student health needs by directing them to appropriate staff as necessary.
 - Assist with coordination and registration for student programs, clubs, athletics, and camps.
 - Maintain and update the Charter School's master calendar, including events, schedules, and extracurricular activities.
 - Support the creation and maintenance of student and staff profiles in PowerSchool.
 - Ensure staff are informed of student medical alerts, custody restrictions, and IEP/504 plan updates in collaboration with the Special Education department.
 - Coordinate with Nutrition Services regarding student lunch status and update records.
 - Serve as a liaison between the Charter School and families regarding matters of enrollment and attendance.

Requirements

- High school diploma or equivalent (Associate’s degree or higher preferred).
- Minimum of two years of experience in enrollment, attendance, or school administrative roles.
- Proficiency with Microsoft Office Suite (Word, Excel, Outlook) and student information systems (PowerSchool or similar).
- Strong organizational, interpersonal, and communication skills.
- Ability to manage sensitive information with discretion and confidentiality.
- Capacity to work independently, prioritize multiple tasks, and meet deadlines.
- Strong problem-solving skills and attention to detail.
- Ability to build collaborative relationships with students, families, and staff.
- TB and DOJ fingerprint clearance required.

Preferred Qualifications

- Experience working in a charter or public school setting.
- Bilingual proficiency in Spanish or German.
- Familiarity with California attendance and enrollment regulations.

11. Finance and Office Coordinator

The Finance and Office Coordinator is a key member of Goethe International Charter School’s administrative and operations team, responsible for supporting financial, clerical, HR, and office functions to ensure the smooth day-to-day operation of the Charter School. This role requires excellent organizational skills, strong attention to detail, and the ability to manage sensitive information with accuracy and discretion.

In this position, the Finance and Office Coordinator manages accounts payable and receivable, processes payroll data, supports school fundraising and events, and assists with purchasing and supply management. The role also provides HR-related support, including new hire onboarding, personnel file maintenance, benefit enrollment tracking, and compliance documentation. In addition, the Finance and Office Coordinator assists with front office operations, technology support, and student services, contributing to a welcoming and efficient school environment.

Responsibilities

- Financial Operations
 - Process accounts payable and receivable using SpendBridge and back-office systems.
 - Accurately enter payroll data and coordinate with the back-office provider to ensure timely payroll processing.

- Maintain financial records, process invoices and receipts, and prepare deposits.
- Reconcile bank statements and resolve discrepancies with the Director of Operations.
- Track and maintain accounts for departments, classrooms, and committees.
- Manage financial aspects of fundraising activities, including reconciliation, income tracking, and report generation.
- Support school merchandise sales and event registrations, ensuring accurate records of transactions.
- Assist in preparing financial reports for budget monitoring, committee meetings, board presentations, CSD oversight, and annual audits.
- Purchasing and Supplies
 - Order and receive school supplies, verify order accuracy, and maintain inventory records.
 - Collect and reconcile packing slips to ensure accurate tracking of purchases.
- Student and Community Support
 - Process family payments for events, purchases, and registrations, issuing reminders as needed.
 - Assist with school event registrations, both online and in person.
 - Serve as a liaison for Spanish-speaking families, including document translation and parent communication support.
- HR Administrative Support
 - Assist with employee onboarding by collecting and verifying documentation (I-9s, W-4s, etc.).
 - Serve as additional Custodian of Records alongside the Director of Operations.
 - Maintain and update employee personnel files in compliance with legal and organizational requirements.
 - Track and process employee time off, sick leave, and timekeeping records.
 - Support benefit enrollment and updates in coordination with providers.
 - Assist with staff training schedules and maintain documentation for compliance (e.g., Mandated Reporter, CPR/First Aid).

- Maintain HR compliance calendars and notify staff of deadlines for renewals or required documents.
- Respond to routine HR inquiries, referring complex issues to school leadership as needed.
- General Office Support
 - Greet and assist visitors, parents, and community members at the front office.
 - Answer phone calls and provide responsive communication.
 - Provide basic technology support for staff and students.
 - Support student health and safety needs, including contacting families for ill or injured students.
 - Assist with behavior intervention and emergency response efforts.
 - Perform additional duties as assigned by school leadership.

Requirements

- High school diploma or equivalent.
- Proficiency with Microsoft Office Suite (Excel, Word, Outlook, PowerPoint).
- Proficiency in Adobe Acrobat and DocuSign.
- Excellent written and verbal communication skills in English.
- Strong attention to detail, accuracy, and organizational skills.
- Ability to prioritize responsibilities and meet deadlines in a fast-paced environment.
- Ability to maintain confidentiality and professionalism.
- TB clearance and DOJ fingerprint clearance required.

Preferred Qualifications

- Associate's degree or higher in Accounting, Finance, Business Administration, or a related field.
- Experience with PowerSchool, SpendBridge, or other school business systems.
- Basic knowledge of HR compliance requirements (e.g., payroll practices, personnel file standards).
- Proficiency in Spanish or German.

12. Healthcare Assistant

The Healthcare Assistant supports the health and well-being of students at Goethe International Charter School by providing essential medical care, first aid, and health-related services in alignment with school policies and state requirements. This role plays

a key part in ensuring a safe, inclusive, and nurturing environment for all students, particularly those with chronic conditions or specialized medical needs.

The Healthcare Assistant maintains accurate student health records, administers medications, assists with medical procedures, and communicates with families, staff, and healthcare professionals to support student health. The ideal candidate is compassionate, detail-oriented, and committed to fostering a positive school environment that promotes student wellness and learning.

Responsibilities

- Student Health Care
 - Conduct student health assessments and screenings to identify health concerns.
 - Administer prescribed medications, treatments, and specialized medical care (e.g., insulin administration, ventilator-dependent care).
 - Provide first aid and respond to student illnesses or emergencies.
 - Develop and implement individualized health care plans for students with chronic conditions.
 - Monitor immunization records and ensure compliance with California health regulations.
 - Screen students for communicable diseases or conditions requiring exclusion from school.
- Specialized Medical and Personal Care
 - Provide diabetes monitoring, including blood sugar testing and insulin administration.
 - Support students requiring ventilator-dependent or other specialized medical care.
 - Assist students with mobility needs, including the use of wheelchairs, crutches, or other aids.
 - Provide toileting assistance and diapering as required.
 - Supervise and support students with health needs during field trips and school activities.
- Health Education and Collaboration
 - Educate students, staff, and families on health-related topics such as nutrition, hygiene, and disease prevention.
 - Collaborate with families, teachers, administrators, and outside healthcare providers to coordinate student health services.

- Participate in staff training, workshops, and meetings to remain current on student health care practices.
- Record Keeping and Compliance
 - Maintain accurate and confidential student health records in compliance with school policies and regulations.
 - Document all medications administered, treatments provided, and health-related incidents.
 - Prepare and submit required health-related reports as directed.
- Additional Duties
 - Support safe and inclusive school operations by promptly addressing student health needs.
 - Perform other duties as assigned to ensure student well-being and a healthy school environment.

Requirements

- High school diploma or equivalent.
- Current Basic Life Support (BLS) certification for healthcare providers.
- Current First Aid certification from the American Heart Association or American Red Cross.
- Valid California Driver's License and access to an insured vehicle.
- Strong interpersonal, organizational, and communication skills.
- Ability to maintain confidentiality and professionalism in handling sensitive student information.
- Compassion, patience, and the ability to work effectively with children of diverse needs and backgrounds.

13. Communications and Marketing Coordinator

The Communications and Marketing Coordinator is responsible for developing and implementing strategic marketing and communication initiatives that promote Goethe International Charter School's unique programs, strengthen community engagement, and support enrollment and fundraising goals. This role manages internal and external communications, branding, digital media, and event promotions, while collaborating closely with school leadership, parent organizations, and community partners.

The ideal candidate is creative, detail-oriented, and passionate about international education, with strong skills in digital marketing, storytelling, and community outreach.

Responsibilities

- Communications and Public Relations

- Serve as the primary point of contact for school communications, ensuring consistency in messaging and branding.
- Draft and distribute newsletters, press releases, and family communications.
- Maintain and regularly update the Charter School website with accurate and timely content.
- Collaborate with staff, parents, and community members to build a positive public image for GICS.
- Manage media relations, including pitching stories and coordinating interviews.
- Support crisis communication and reputation management as needed.
- Develop internal communication strategies to strengthen alignment among staff and stakeholders.
- Marketing and Outreach
 - Develop and implement marketing strategies to promote GICS programs and attract prospective families.
 - Create and manage engaging content across social media, newsletters, and the Charter School website.
 - Design and distribute promotional materials, including flyers, brochures, and videos.
 - Highlight student and school achievements through storytelling and community campaigns.
 - Represent GICS at outreach events to build partnerships, recruit families, and increase visibility.
 - Monitor website and social media analytics, providing data-driven recommendations for improvement.
 - Conduct market research to refine outreach efforts and target key demographics.
 - Ensure GICS's brand identity is consistently maintained across all materials.
- Branding and Visual Identity
 - Oversee the creation of multimedia content (photography, videography, graphics) to enhance GICS's visibility.
 - Collaborate with creative professionals to produce high-quality branded materials.

- Support rebranding or visual identity initiatives as directed by school leadership.
- Fundraising and Event Promotion
 - Support fundraising and development initiatives through marketing and donor engagement strategies.
 - Collaborate with leadership to promote major school events (e.g., Family Fun Day, International Flair, GALA).
 - Design targeted campaigns to boost participation in fundraising activities and events.
 - Develop donor recognition and sponsorship outreach materials.
 - Support campaign coordination, including email communication and event promotion.
- Additional Duties
 - Perform other responsibilities as assigned to support school operations, events, and community engagement.

Requirements

- Bachelor’s degree in Marketing, Communications, Public Relations, or a related field.
- Minimum of three years of experience in marketing, communications, or nonprofit development (education sector preferred).
- Proficiency with social media platforms, email marketing systems, and website content management.
- Strong writing, editing, and storytelling skills.
- Experience with graphic design tools such as Canva or Adobe Creative Suite.
- Ability to track and analyze engagement using data and analytics tools.
- Excellent organizational, communication, and collaboration skills.
- Passion for international education and cross-cultural learning.

Preferred Qualifications

- Experience working in an educational or nonprofit setting.
- Bilingual proficiency in German or Spanish.
- Familiarity with charter schools and community-based marketing strategies.

14. Development Coordinator

The Development Coordinator plays a key role in advancing Goethe International Charter School’s fundraising, grant development, donor stewardship, and program

expansion efforts. This position supports the growth and sustainability of GICS by coordinating fundraising campaigns, cultivating donor and partner relationships, and assisting in the design and implementation of enrichment programs aligned with the Charter School's mission and International Baccalaureate framework.

The ideal candidate is organized, proactive, and detail-oriented, with strong skills in fundraising, grant writing, donor relations, and program coordination. A passion for education and community engagement is essential.

Responsibilities

- Fundraising and Development
 - Support the planning and execution of fundraising initiatives, including annual campaigns, major donor programs, and grant development.
 - Research and identify grant opportunities, prepare proposals, and manage reporting requirements.
 - Coordinate donor stewardship efforts, including acknowledgments, follow-ups, and engagement strategies.
 - Manage donor databases, track contributions, and analyze giving trends to refine fundraising strategies.
 - Support fundraising events such as galas, community fairs, and sponsorship programs.
 - Develop sponsorship opportunities and cultivate partnerships with local businesses and organizations.
- Program Development and Coordination
 - Assist in designing and implementing community and enrichment programs aligned with GICS's mission and IB framework.
 - Identify opportunities to expand student learning through grants, partnerships, and community resources.
 - Coordinate program logistics, including scheduling, budgeting, and resource allocation.
 - Collaborate with school leadership, teachers, and external partners to enhance student and community programs.
 - Monitor program effectiveness and make data-driven recommendations for improvement.
- Event and Community Engagement
 - Assist in managing logistics for fundraising events, donor recognition, and community engagement activities.

- Conduct project planning meetings with staff and stakeholders to ensure alignment and success.
- Maintain accurate records of fundraising events, donor interactions, and participation data.
- Support strategies that align fundraising and community initiatives with school priorities.
- Data Management and Reporting
 - Track and analyze fundraising performance, donor retention, and campaign results.
 - Create project plans and timelines to ensure successful execution of fundraising and program activities.
 - Prepare regular reports for leadership, board meetings, and external partners.
 - Ensure compliance with grant and donor reporting requirements.
- Additional Duties
 - Perform other tasks as assigned to support school operations and student well-being.

Requirements

- Bachelor’s degree in nonprofit management, business, education, communications, or a related field.
- Minimum of three years of experience in fundraising, donor relations, development, or program coordination in an educational or nonprofit setting.
- Strong organizational and project management skills with attention to detail.
- Excellent written and verbal communication skills, especially in donor outreach and grant writing.
- Experience with donor databases, CRM systems, or fundraising software (preferred).
- Proficiency in Google Workspace (Docs, Sheets, Forms) and data analysis tools.
- Ability to work both independently and collaboratively in a fast-paced environment.
- Passion for multilingual education and the mission of GICS.

15. School Counselor

The School Counselor provides academic, social-emotional, and behavioral support to students while fostering a safe, inclusive, and supportive school environment. This position plays a critical role in promoting student well-being, guiding personal and social

growth, and collaborating with teachers, families, and administrators to ensure every child has the opportunity to thrive.

Responsibilities

- Student Support and Counseling
 - Provide individual and group counseling to support students' academic, social, and emotional needs.
 - Develop and implement strategies for managing stress, peer relationships, conflict resolution, and emotional regulation.
 - Support students experiencing crisis situations, providing immediate assistance and connecting families to external resources as needed.
 - Guide students in setting academic and personal goals aligned with the IB Learner Profile.
- Collaboration and Consultation
 - Partner with teachers, administrators, and staff to address student needs and promote positive school climate.
 - Provide classroom presentations and workshops on topics such as bullying prevention, empathy, resilience, and digital citizenship.
 - Serve as a resource for staff in understanding student behavior and implementing effective interventions.
 - Collaborate with families to support student growth and connect them with school and community resources.
- Program Development and Implementation
 - Design and implement a comprehensive counseling program that addresses the developmental needs of elementary and middle school students.
 - Support the implementation of PBIS and other SEL initiatives.
 - Contribute to the development of programs that support equity, inclusion, and cultural awareness.
 - Assist in the planning and facilitation of parent workshops and community education events.
- Compliance and Record Keeping
 - Maintain accurate and confidential student records in compliance with state and federal regulations.
 - Prepare reports for administrators and contribute to student support plans as required.

- Assist with mandated reporting responsibilities and ensure adherence to ethical counseling standards.
- Additional Duties
 - Actively contribute to a positive school culture that aligns with GICS’s mission and IB philosophy.
 - Participate in staff meetings, professional development, and school-wide initiatives.
 - Perform other duties as assigned to support student well-being and academic success.

Requirements

- Master’s degree in School Counseling, Counseling, Psychology, or a related field.
- Valid California Pupil Personnel Services Credential in School Counseling.
- Minimum of two years of experience in a school counseling or student support role (TK–8 experience preferred).
- Knowledge of child development, counseling techniques, and crisis intervention strategies.
- Strong interpersonal, communication, and problem-solving skills.
- Ability to maintain confidentiality, professionalism, and cultural sensitivity.
- Commitment to equity, inclusion, and supporting multilingual, diverse student populations.

Preferred Qualifications

- Experience working in IB schools or with international/multilingual student populations.
- Bilingual proficiency in German or Spanish.
- Familiarity with PBIS, SEL frameworks, and restorative practices.

16. Instructional Aides

Instructional Aides are assigned to classrooms and supervision. They support classroom instruction by working closely with the teachers to provide support and by working with small groups of students. They also assist with the supervision of lunch and recess.

Responsibilities

- Work with individual students or small groups of students to reinforce learning of materials or skills.
- Perform clerical, classroom maintenance, and instructional duties as assigned by the classroom teacher.

- Observe students and assist in the supervision and modeling of appropriate student behavior through positive reinforcement techniques and implementation of a teacher designed behavior management system.
- Alert classroom teacher of any problem or special information about an individual student.
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community.
- Confer with teachers concerning student progress and determine programs, activities and materials to meet individual student needs.
- Assist in monitoring the safety of students in various educational settings, including during snack, recess, lunch, pick up and drop off.
- Attend trainings, workshops, and staff development meetings as required.
- Assist teacher in the implementation of students' IEPs, emergency health plans, and classroom/individual behavioral plans.

Requirements

- High school diploma or the equivalent and two years of college (48 units) or Associate's Degree or higher

17. Behavior Intervention Implementation Specialists

Behavior Intervention Implementation Specialists assist, support and work closely with teachers, administrators, service providers, and other team members in providing educational and behavioral benefits for students with special education needs on a one-on-one basis and to provide support to the overall classroom. They also assist with the supervision of lunch and recess.

Responsibilities

- Assist in the preparation of instructional materials (copy, order, arrange, or gather materials as directed) including visual aids and classroom displays.
- Participate in data collection on behaviors as part of the behavior support plan development and implementation under the BID and general education teacher's direction.
- Record data, case notes, and other pertinent information for input into the Welligent system as described by the IEP.
- Assist teacher in maintaining an environment conducive for learning and encouraging appropriate behavior by using a consistent team approach.
- Assist teachers in carrying out positive reinforcement procedures and reactive strategies identified in the behavior support plan, such as prompting the student to switch to functionally equivalent replacement behavior.

- Assist teachers in working with students who may be demonstrating excessive behaviors such as hitting, biting, scratching, running or tantrum-like behaviors.
- Work as team member and under the direction of the teacher and BID to support goals specified in the behavior support plan on the IEP.
- Demonstrate knowledge of student's needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, fine/gross motor, pre- vocational, etc., as established by the IEP team.
- Escort, supervise, and assist student to various settings, including but not limited to: field trips, school related functions, cafeteria, recess, and general education/special classrooms including arrival and dismissal times.
- Facilitate appropriate social interactions among students by prompting, modeling, and reinforcing appropriate social behaviors in a group setting.
- Assist teachers in implementing lessons or portions of lessons to a student or group of students, check for accuracy of work, and present additional assignments as directed by the teacher.
- Reinforce instruction (individually, small group, or whole group of students) as directed by the teacher.
- Take notes or scribe for students if indicated in IEP.
- Assist and monitor students in using assistive technology devices.
- Provide ongoing basic or emergency medical assistance to students as needed using appropriate equipment; including, but not limited to, first aid, CPR, and emergency injections (i.e. epi-pens)
- Complete reports and records, such as accident and incident reports, as needed.
- Assist in bathroom transition supervision.
- Assist in the supervision of children in the classroom and outdoors.
- Assist in the discipline of assigned students according to staff direction and approved Goethe International Charter School discipline policy.
- Help facilitate inclusion of student in general education setting.

Requirements

- High school diploma or the equivalent and two years of college (48 units) or Associates Degree or higher

18. Campus Safety Monitor

The Campus Safety Monitor also supports and guides students towards taking personal responsibility for maintaining cleanliness in bathrooms and throughout the campus, which may include helping and modeling with cleaning, sanitizing and litter pick-up.

Communication with the Office and Administration is maintained through walkie-talkie and personal check-ins.

The Campus Safety Monitor possesses a friendly and welcoming demeanor and is comfortable with approaching adults and children. They are excited to work in a unique charter school environment and have a passion for public education with strong parent support.

Responsibilities

- Assist in monitoring the safety of students in hallways and various settings, including before school, during transitions, at nutrition, lunch recess, lunch, drop off and pick up.
- Monitor student restroom usage and cleanliness of restrooms.
- Model for students the proper expected behavior for maintaining a clean campus, classrooms and restrooms.
- Monitor campus grounds and perimeter for safety.
- Alert classroom teacher or administrator of any problem concerning campus safety.
- Demonstrate ethical behavior and confidentiality of information about students in school environment and community.
- Attend trainings, workshops, and staff development meetings as required.
- Participate in School Safety Committee meetings and emergency preparedness planning
- Other duties as assigned by an Administrator.

Requirements

- Ability to demonstrate an understanding, patient, and receptive attitude toward students of varied age groups.
- Ability to demonstrate an understanding, patient, and receptive attitude toward parents, community members and campus visitors.
- Effective communication skills in oral and written form in English.
- Ability to perform routine clerical tasks and operate a variety of educational and office related machines and equipment.
- Understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with children and adults.
- High School diploma with 48 college units or AA degree desired
- TB and DOJ Clearance.

- Experience with students; experience with special education students preferred.
- Very good knowledge of English grammar and spelling.
- Languages: English required and German or Spanish preferred.

Element 6: Health and Safety Procedures

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F))

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s

procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

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

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

GICS strives to achieve racial and ethnic, special education, and English Learners, including Redesignated Fluent English Proficient pupils balance through a carefully considered recruitment and community outreach drive. GICS continually reviews and expands its outreach efforts in order to achieve the goal of enrolling a student population that reflects the socio-economic, racial/ethnic, special education, and English Learners, including Redesignated Fluent English Proficient pupils balance of the community with the goal to achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 60:40 ratio.

GICS has worked hard over the years, including previously working with an experienced outreach consultant, to conduct targeted and comprehensive outreach activities to bolster the Charter School’s diversity. The Charter School continues to make presentations, hold meetings, post flyers and work broadly to inform the community about the Charter School. GICS continues to work with community service organizations, preschool programs and day care providers, feeder schools, churches and other community support organizations. GICS pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies,

shopping centers, apartment complexes and other dwellings, day care centers, etc. GICS advertises in local newspapers and other media to the extent possible to inform the parents and others about the presence of the Charter School within their community.

As a result of these outreach and recruitment efforts, GICS' demographics have grown over the years. The table below shows the enrollment and demographics over time based on the annual October CALPADS reporting data:

DEMOGRAPHICS by ETHNICITY	2011-2012 Demographics at the time of Renewal	OCTOBER 2019	OCTOBER 2020	OCTOBER 2021	OCTOBER 2022	OCTOBER 2023	OCTOBER 2024
African American	8.92%	12.35%	12.65%	11.86%	11.7%	15.2%	16.9%
Latino	19.69%	24.70%	23.87%	26.03%	25.2%	27.3%	30.1%
Two or More	12%	16.63%	17.9%	15.98%	15.3%	14.1%	13.8%
White	54.15%	39.90%	39.38%	38.14%	40.7%	37.5%	34.7%
Asian	3.69%	4.99%	4.3%	5.67%	5.3%	4.8%	4.2%
Filipino	0.93%	1.42%	1.91%	1.29%	1.5%	1.1%	0.4%
English Learners	12.62%	19.23%	12.89%	13.66%	14.0%	14.0%	9.4%
Socio-economically Disadvantaged	14.46%	26.49%	25.78%	30.67%	31.8%	24.8%	24.2%
Students with Disabilities	N/A	7.39%	8.11%	8.51%	7.1%	9.1%	8.8%
Total Enrollment	325	421	419	388	393	440	479

As indicated in the current enrollment demographics, GICS's language instruction and IB program appeals to an ethnically/racially, ability, linguistically, and socio-economically diverse student population. GICS's educational program honors students' diverse backgrounds and embraces the challenges and benefits inherent to learning a second language. Furthermore, the IB PYP and IB MYP are curricula that is known throughout the world for their rigor and high

standards. Diversity, in race and ethnicity, language, ability, culture, socio-economics and more – is a central focus of the Charter School.

Many of the students currently attending GICS were either themselves born abroad or have at least one parent who was, and live in homes where English is not the primary language. These families come from dozens of nations across Europe, North and South America, Asia, the Middle East, and Africa. Many of the students and their families are tri- and multi-lingual.

Building on the Diversity Plan first introduced into the Charter School’s petition via the 2010 Material Revision, the GICS Board’s Outreach and Diversity Committee will continue to bolster the diversity of the Charter School by regularly refining outreach messaging, revisiting at least annually the approach utilized, to determine the most effective means to convince families from other cultures to understand the “international” emphasis of the Charter School, and the fact that all families are truly welcome and can benefit from the globally esteemed model of education. GICS knows that the families enrolled at the Charter School are the most powerful ambassadors to the community. GICS will continue to leverage parent volunteers to engage in outreach efforts. In addition, the Charter School will strengthen targeted outreach to families of students with disabilities by sharing clear information about the Charter School’s supports and services, providing information on the Special Education program on the Charter School website, and ensuring that translated materials and interpretation services are available so that all families can make fully informed decisions.

To date, GICS has used and will continue to use a variety of strategies to recruit a diverse population, conducting focused outreach activities throughout the school year including:

- **Newsletters:** Regular updates on school programs, events, and resources.
- **Advertisements in local papers**
- **Trifolds/Brochures:** Highlighting programs, student opportunities, and enrollment information.
- **GiveButter Links:** Used for fundraising and parent contributions (e.g., Parent Community Events).
- **Event Announcements:** Movie nights, adventure camps, assemblies, and other community events.
- **Website/Email Updates:** Ongoing communication of key information and reminders.
- **Flyers for Special Education and English Learners (including RFEP pupils):** Available in English and Spanish to ensure equitable access and representation.
- **Only using communication tools that have translation features available.**

GICS implements creative and inclusive marketing efforts that support the Charter School’s mission and vision. All communication tools include translation features to ensure accessibility for the diverse community. The outreach materials are intentionally designed to showcase a diverse student population that reflects the Charter School community. GICS celebrates and highlights a variety of heritages and demographic populations, sharing these stories with the

student body, alumni, and the wider community. The Charter School will achieve this through the outreach methods listed above.

English Learners and Redesignated Fluent English Proficient (“RFEP”) Students

GICS, by design and mission, attracts a uniquely international community. Currently, families at GICS represent over 34 languages spoken at home, reflecting the School’s emphasis on international, multilingual education. This naturally results in a higher-than-average number of English Learners enrolling, as many students enter speaking a primary language other than English. Our dual-language immersion model and International Baccalaureate framework are particularly appealing to families seeking a globally recognized, rigorous program that values bilingualism and biliteracy.

Through intentional outreach and inclusive messaging, GICS ensures that families understand the strong support in place for English Learners, including structured English language development, bilingual staff, and translation services. The School’s reputation for celebrating linguistic diversity and supporting students’ growth has resulted in strong word-of-mouth referrals from current families, who serve as powerful ambassadors to other multilingual households. By continuing to highlight these services in recruitment events, school tours, community presentations, and translated marketing materials, GICS maintains and grows an English Learner population that reflects the linguistic diversity of LAUSD. As students develop proficiency, the School celebrates and tracks their progress into Redesignated Fluent English Proficient (“RFEP”) status, ensuring that the overall ratio of ELs and RFEPs remains consistent with district demographics.

Students with Disabilities (“SPED”)

GICS is equally committed to enrolling and serving a student population that reflects LAUSD’s percentage of students with disabilities. The School’s outreach and enrollment practices are intentionally inclusive of families of children with special needs. During school tours, open houses, and community presentations, GICS staff share detailed information about the range of special education services available. The School’s Special Populations Services Administrator ensures that prospective families receive transparent information about how individualized needs are met.

Importantly, current families of students with disabilities frequently share their positive experiences, both informally within the community and formally during outreach events, providing authentic testimony that strengthens trust among prospective parents. This reputation for addressing student needs fully and effectively ensures continued interest from families seeking a school where their child will thrive. GICS also makes all special education outreach materials available in multiple languages and ensures interpretation is provided during meetings, further removing barriers to access.

By maintaining high-quality programming, honoring parent voice, and showcasing the inclusive practices in place, GICS sustains a ratio of students with disabilities that reflects LAUSD’s general population. Continued compliance with all state and federal special education requirements, coupled with a school-wide culture of equity and inclusion, further bolsters this commitment.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual

orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code section 220. Goethe International Charter School will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). All students residing in the State of California who wish to attend the Charter School will be admitted, to the extent that space allows, as outlined in Education Code Section 47605(e)(2)(A).

The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

Student Recruitment

Goethe International Charter School is deeply committed to providing an inclusive and welcoming educational environment for all students. The Charter School proudly serves every student who wishes to attend, regardless of socio-economic background, race or ethnicity, academic performance, special education needs, identification with a protected class, or any other factor that may place them at risk. GICS' dedication to equity, access, and diversity is central to the Charter School's mission and reflected in every aspect of the Charter School community.

To ensure that all interested families have the opportunity to learn about Goethe International Charter School, regular virtual information sessions as well as in-person tours of both the elementary school (PYP) and middle school (MYP) programs are offered. These tours provide a comprehensive introduction to the Charter School's educational philosophy, curriculum, and admission process. Virtual information sessions feature a detailed presentation followed by a live question-and-answer session, allowing participants to engage directly with school staff. In-person tours, held on campus, offer families the chance to visit classrooms and experience firsthand the GICS vision translated into day-to-day practice. To support equitable access, bilingual assistance is available to help interested families understand tour content and complete application forms as needed.

GICS actively participates in a variety of local outreach events, providing information and printed materials to introduce families to the Charter School's programs and values. These events are often tailored to families with children entering typical key school entry grade levels such as Transitional Kindergarten and Kindergarten for elementary school, and 6th grade for middle school. In addition to school-specific events, GICS regularly takes part in broader community fairs to engage with families from surrounding neighborhoods and to foster meaningful connections. These outreach efforts reflect the Charter School's commitment to open communication, transparency, and building lasting relationships within the communities GICS serves.

During the lottery, GICS gives priority to siblings of currently enrolled students as a way to support family unity and simplify the logistics of daily drop-off and pick-up routines in an effort to create a more connected and manageable daily experience for families.

Goethe International Charter School's instructional framework is rooted in the International Baccalaureate PYP and MYP. These globally recognized curricula offer a rich, challenging, and intellectually engaging educational experience designed to inspire creativity, enthusiasm and a lifelong interest in learning. At the heart of this approach is a commitment to nurturing each student's unique potential, celebrating individual growth and achievement while honoring diverse backgrounds and learning styles. There are very few IB World Schools on the Westside of Los Angeles, which makes Goethe International Charter School a unique and highly sought-after option for families seeking a globally focused, inquiry-driven education close to home.

Lottery Preferences And Procedures

As a charter school, Goethe International Charter School is a school of choice, and GICS may have more students interested in attending the Charter School than there are spaces available. If the number of students who wish to attend the Charter School exceeds the openings available, admission shall be determined by a random drawing ("lottery") in accordance with Education Code Section 47605(e)(2)(B). Existing students are exempt from the lottery.

Lottery Preferences

In accordance with applicable law, the Charter School has defined the following four specific student groups who will receive preference in the lottery drawing:

1. Children of founding parents (in accordance with the LAUSD Founding Parent Policy), faculty, staff, and members of the Board of Trustees. The total number of students in this category will not exceed 10% of the student population.
2. Siblings of students currently enrolled in the Charter School.
3. Students who reside within the Los Angeles Unified School District (LAUSD) boundaries.
4. Students who reside outside of the LAUSD boundaries.

The Charter School holds a lottery based on the priorities 1-4 assigned to each applicant. The first category drawn is children of founders, faculty/staff, and members of the Board of Trustees (priority group 1). The second category drawn is for siblings of currently enrolled students (priority group 2). The third category drawn is for all students who reside within

LAUSD boundaries (priority group 3). The fourth category drawn is for all students who reside outside of LAUSD (priority group 4). Each drawing runs for applicants of all grade levels, starting with 8th grade, moving down grade level by grade level and concluding with TK until all applicants for the respective grade level are selected and placed on the result list.

A sibling is defined as two students who share a parent or legal guardian, and legal documentation is required. If during the second or third lottery a student is pulled who has a sibling applying in the same or a lower grade level, that sibling will also automatically be selected and placed at the top of the priority list.

Twins or triplets applying for the same grade level are considered given preference which means if one applicant is drawn, the twin/triplet sibling(s) are automatically selected. Twins or triplets are defined as students with the same birthdate who share a parent or legal guardian. Legal documentation is required.

No other admission preferences will be assigned.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Lottery Procedures

Applications for admission to Goethe International Charter School are accepted during the defined lottery application period from December 1st to 11:59 PM of the last Tuesday of January each year. If the number of applications received during the application timeframe exceeds GICS' capacity at any grade level the school serves, placement offers will be determined by a random lottery drawing. The lottery will be held each year on the first Tuesday in February.

The rules and procedures of the lottery drawing will be communicated to all applicants in advance through the Charter School's website as well as during virtual school information sessions and in-person campus tours. Prior to the drawing there is an online lottery orientation that outlines the details of the lottery process, such as all lottery preferences as well as procedures during and after the lottery drawing. There is an opportunity for participants to ask questions.

Goethe International Charter School conducts the lottery process through an electronic system called SchoolMint which automates the process of collecting and processing student applications and features tools to configure and run a fair and transparent lottery for student placement. SchoolMint simplifies new and returning student registration, making it efficient for schools and easy for families while at the same time offering centralized reporting to track applications, manage open seats, and monitor enrollment demand.

To be included in the admission lottery, families must submit the student's application during the lottery application period. Applicants who were waitlisted in a previous lottery must re-apply in order to be eligible for the current year's lottery.

- a. Applications for admission to Goethe International Charter School are accepted between December 1st and the last Tuesday of January each year. All interested families are required to submit a completed application through SchoolMint by 11:59 PM on the

date of the annual deadline which will be clearly indicated in SchoolMint and all communications and notices regarding admission to the Charter School. Applications received after the deadline on the last Tuesday of January at 11:59 PM will not be part of the lottery drawing. They will be considered post-lottery applications.

Before the lottery, it is determined how many spots are available per grade level. Even if the number of applicants does not exceed the number of available spots, all applicants enter the lottery drawing, applying preferences as detailed above. The result list shows the names of all applicants in the order they were drawn. Once the final student has been selected, the lottery is officially concluded.

The Charter School continues to accept lottery applications after the application deadline even if enrollment capacity is met in some or all grade levels. All these applications are called post-lottery applications.

Families are notified via email within 24 hours of the lottery's conclusion about their child's lottery outcome (placement offer or position on the waitlist).

- b. SchoolMint allows users to easily switch between multiple languages, including Spanish and German, ensuring that families from diverse linguistic backgrounds can navigate the application process with confidence and clarity. This feature supports equitable access and helps create a more inclusive experience for all applicants.
- c. The online lottery orientation is held by the Executive Director, the Director of Operations and the Enrollment and Attendance Officer of Goethe International Charter School. All lottery procedures are explained, fairly executed and overseen by the Executive Director or a Designee to ensure that they are accurately followed. The Charter School will choose and communicate a time for the lottery (including online lottery orientation) that is convenient for families to attend.
- d. The GICS lottery drawing will be held on the first Tuesday of February each year. The lottery will be conducted via SchoolMint (electronic platform) and starts at the end of the online lottery orientation. Applying families need not be present at the online lottery orientation or the lottery drawing to be eligible for a placement.
- e. The Charter School will hold a lottery with four categories, one for priority group 1, one for priority group 2, one for priority group 3, and one for priority group 4. Within each category the drawing starts with applications for 8th grade, moving down grade level by grade level and concluding with TK. There is no weighted priority assigned within the groups. The drawing concludes when all students are assigned a placement or waitlisted. If there are more applicants than there are spots available, applicants will be placed on a waitlist once capacity is reached. If all students from a group have been selected and there are remaining spaces available in that grade level, students from the next group will be drawn in the lottery. The drawing will continue until all spaces TK-8th are filled and groups are exhausted in the order provided above. At any given time, when the number of students drawn reaches the number of available spaces, subsequently selected students will be placed on the waitlist.

- f. Applications received after the lottery deadline are considered post-lottery applications and are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled from the waitlist. SchoolMint will automatically communicate with applicants each time their application status changes.
- g. Families are notified through SchoolMint via email within 24 hours of the lottery's conclusion about their child's lottery outcome (placement offer or position on the waitlist). If offered a spot, families must accept the offer by 11:59 PM on the first Sunday of February to secure their position. Failure to meet this deadline results in the offer being forfeited. After accepting the offer, families must complete registration documents within ten business days to finalize their child's placement. Placement offers, offer acceptances and registrations are all processed through SchoolMint.
- h. Following the lottery, all selected families receive an invitation to register through SchoolMint with a deadline to accept the placement, and a second deadline to submit registration paperwork for their student.

The following paperwork is required by the deadline given in the registration invitation:

1. Registration packet (copies of court orders, IEPs etc., if applicable)
2. Birth certificate
3. Proof of residence (current utility bill, lease, etc., no cell phone bills)
4. Immunization record (see California requirements)

Families who are offered a placement but decline, do not accept the offer by the deadline, or accept the offer but then fail to submit the completed paperwork for registering their student by the deadline will lose their placement and are taken off the placement list.

After an acceptance or registration deadline has expired, placements not filled are offered to the next eligible applicant/s on the waitlist by e-mail. This procedure repeats until all open spots are filled.

- i. Should an application be submitted during the school year and an open spot without a waitlist exists at the time of the application, admission will be offered promptly. Applications, offers and registrations continue to be processed through SchoolMint and follow the same procedures.
- j. The waitlist for the current school year remains active until GICS' admission period commences for the following year. Applications are only valid for the current school year. Applicants must re-apply for the lottery annually if the Charter School is unable to offer them admission for the current school year.
- k. GICS staff are always available to assist families in completing any application, acceptance or registration documentation, if needed.
- l. All lottery and waitlist procedures are thoroughly documented. GICS' lottery policy, lottery procedures and enrollment policy are posted on the Charter School's website.

Before the lottery drawing all involved individuals are introduced during the online lottery orientation and all steps of the process are verbally explained. All lottery applicants receive a unique application number in SchoolMint where all lottery results are maintained electronically. At any point after the lottery concludes, results can be requested. The waitlist is part of the lottery results list. As a safety measure, the lottery results are printed immediately after the drawing to provide a physical backup for added security.

Element 9: Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year**
- b. Final Budget – July of the budget fiscal year**
- c. First Interim Projections – November of operating fiscal year**
- d. Second Interim Projections – February of operating fiscal year**
- e. Unaudited Actuals – July following the end of the fiscal year**
- f. Audited Actuals – December 15 following the end of the fiscal year**
- g. Classification Report – monthly according to Charter School’s Calendar**
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports**

In addition:

- P1, first week of January**
 - P2, first week of April**
- i. Instructional Calendar – annually five weeks prior to first day of instruction**
 - j. Other reports as requested by the District**

Annual Audit Procedures

At GICS, the Executive Director holds ultimate responsibility for all financial matters, operating under the policies established by, and with oversight from, the Charter School’s Board of Trustees. The Executive Director works in close collaboration with the Director of Operations/Financial Manager, who supervises the Finance and Office Coordinator. This team handles the day-to-day financial operations of the Charter School in partnership with ExED, a nonprofit organization that provides comprehensive back-office financial and operational

support to charter schools, ensuring sound fiscal management, regulatory compliance, and audit readiness.

GICS selected ExED based on its extensive experience, competitive pricing compared to similar service providers, and its strong reputation within the charter school community. ExED has supported GICS since the Charter School's founding, serving as a trusted partner in financial management.

The Executive Director is responsible for contracting with an independent auditor from the California State Controller's list of auditors to conduct the annual financial audit of the Charter School.

With respect to the annual independent financial audit that is required by the state, ExED plays a critical preparatory and supportive role. Prior to the audit, ExED organizes financial records, prepares detailed audit schedules, and coordinates directly with the audit firm and its assigned auditors. During the audit process, ExED manages auditor requests, helps interpret complex financial transactions, provides all necessary information to complete the audit, and supports the compliance review process. Following the audit, ExED provides ongoing support by reviewing the audit report, identifying any findings or areas for improvement, assisting in the implementation of corrective actions, and presenting the audit results to the Board of Trustees.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ExED ensures that the completed audit report is sent to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December each year.

Element 10: Suspension and Expulsion Procedures

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

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students

with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

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

School Climate and Student Discipline System

GICS adheres to a positive behavior discipline system based on the philosophy of the International Baccalaureate and grounded in PBIS, Positive School Climate, and Restorative Justice practices.

School-Wide Positive Behavior Intervention & Supports

Positive behavior and lifestyle choices are modeled and reinforced by staff and parents. This school-wide discipline policy is called the Triadic Agreements. The word “triadic” is used to reinforce a system between student, staff and parents. The Triadic Agreements were developed with considerable input from parents, teachers and students for the purpose of creating a safe and healthy school environment. This policy includes, but is not limited to, the students’ rights and responsibilities while on school grounds as well as the Charter School’s suspension and expulsion policies. The Charter School’s discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The Triadic Agreements allow for a tiered intervention approach for students with disabilities.

The Triadic Agreements align smoothly with the IB philosophy of the Charter School. Both aim to develop sensitivity in children through the experiences of others and promote socially responsible actions as a result of the respect for self and others and for all people of the world.

Upon enrollment and at the beginning of each school year, GICS families each receive a copy of the Family Handbook and are asked to agree in writing to abide by the provisions of the Handbook, including the Charter School’s discipline policy. In addition, all school staff members receive an in-service on positive discipline and the Triadic Agreements at the commencement of each school each year.

The Triadic Agreements outline clear expectations for behavior, academics, and overall conduct. These agreements establish clear boundaries for safe, respectful, and responsible behavior within the GICS community, encompassing students, parents, and staff. All community members are expected to adhere to these guidelines, which also define the consequences for behaviors that fall outside expectations. By providing a consistent and fair disciplinary framework, the Triadic Agreements foster accountability and contribute to a positive and harmonious learning environment.

At the start of each school year, teachers actively teach and reinforce school-wide behavioral expectations in their classrooms. Before students attend their first recess, lunch, or restroom visit, these expectations are explicitly introduced to ensure clarity and consistency. In middle school, administrators further reinforce these expectations through an assembly, where they outline student privileges, related consequences, and disciplinary steps.

Additionally, GICS maintains a strictly enforced no-cell-phone policy across all grade levels. This policy fosters meaningful student interactions and significantly reduces opportunities for exclusionary behavior, bullying, and other negative social conduct, contributing to a more inclusive and supportive school environment.

In addition to these school wide policies, teachers co-create classroom expectations/social contracts with the students in their classes. These are phrased positively using IB learner profile

language, are signed by all students and shared at back to school night with families and posted visibly in the classroom.

Tiered Behavior Intervention & Restorative Justice Practices

Conflict Resolution, SEL, and supporting well-being:

GICS prioritizes teaching conflict resolution skills through the S-A-F-E (Step, Ask, Find-Out, Encourage) steps, and social-emotional learning through the SEL curricula to create a positive climate. These skills help students manage emotions, build healthy relationships, and resolve conflicts constructively. Teaching SEL skills contributes to respectful communication and empathy; conflict resolution skills contribute to healthy relationships. GICS promotes a positive school climate by recognizing the importance of student well-being and providing support through staff, as well as interventions to address the needs of individual students or groups of students.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences.

Students who do not meet the Charter School's behavioral expectations or community agreements may engage in restorative justice steps to address their actions. These are not punishments, but opportunities for growth that support students in repairing harm and restoring balance within the community. Tools such as a Reflection Card or a Home Communication Plan are not judgments about a student's character; rather, they signal that a behavior has moved outside the classroom or school's agreements. Each step begins a collaborative, problem-solving process that helps students realign their choices with the shared values of the GICS community.

Responses to and interventions for behaviors that don't meet expectations:

- Resets or restorative check-ins
- Verbal and/or written warnings framed as opportunities to repair behavior
- Related restorative actions connected to the impact of the behavior
- Individual conference with the teacher to reflect and plan next steps
- Reflection cards to support student self-awareness and plan next steps
- Home communication/Notices to parents by telephone or letter to build family partnership
- Reflection meetings and accountability projects to repair harm, rebuild trust,
- Temporary loss or adjustment of privileges, paired with a plan to restore them through positive actions
- Individual behavior contract or Check-in/Check-out support system
- SEL intervention for skill-building
- Referral to the Principal(s) or other school staff member for restorative conferencing

- Family/administrator conference, at school or during a home visit, to strengthen support and accountability
- In cases of repeated violations or a single severe infraction, a restorative meeting with staff and parents to co-create an accountability plan
- Suspension combined with a reintegration and restorative process upon return
- Expulsion, considered only in the most serious cases, with documentation of all restorative steps attempted and opportunities for the student and family to be heard

Alternatives to Suspension

As an alternative to suspension, GICS' Accountability Project helps students remain engaged in the Charter School community while taking responsibility for their actions. Students attend a Reflection meeting and complete a guided presentation to reflect on what happened, consider who was affected, and acknowledge the consequences of their behavior. The project encourages students to learn from mistakes, identify strategies for making better choices, and create a plan for positive change in the future, including the support resources available to them at school if needed. Through this process, students will have the opportunity to reflect honestly, consider the wider impact of their choices, and take ownership of their actions in a meaningful way.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal(s) may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal(s) or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal(s) or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Monitoring Student Behavior Data

In the Charter School's student information system, PowerSchool, log-entries are created for office referral as well as for the steps taken due to the office referral. This includes home contacts, completion of Accountability Projects and loss of privileges. In-school suspensions and suspensions also get entered into the PowerSchool system.

A monthly report of in-school suspensions and suspensions is run to use as a basis for data analysis and to monitor student behavior.

Grounds for Suspension & Expulsion

GICS maintains suspension and expulsion procedures to promote learning and protect the safety and well-being of all students. The policy is aligned with Education Code Section 48900 et seq. and outlines specific offenses that may warrant suspension or expulsion, including but not limited to: acts of violence; possession of weapons, dangerous objects, or controlled substances; theft or damage of property; harassment, bullying, or intimidation; and persistent defiance of school authority. These measures are applied only when necessary and after alternative supports have been considered, with corporal punishment strictly prohibited.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent/guardian and shall inform the student, and the student’s parent/guardian of the basis for which the student is being involuntarily removed, and the student’s parent/guardian’s right to request a hearing to challenge the involuntary removal. If a student’s parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement.

The Charter School’s disciplinary jurisdiction covers all activities under its authority, including incidents that occur:

- On school grounds;
- While going to or coming from school;
- During the lunch period, on or off campus; and
- At or while traveling to or from any school-sponsored activity.

Students and families are notified of all discipline policies upon enrollment through the Family Handbook. Suspended or expelled students are excluded from all school-related activities during the term of removal unless otherwise agreed. In cases of involuntary removal, parents/guardians receive written notice at least five school days in advance, in their primary language, with the right to request a hearing before the removal is effective.

These procedures are reviewed annually and may be updated as needed, provided any revisions remain consistent with this charter.

Suspension

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

- p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which

are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by GICS.
2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying
 - a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate,

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

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

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal(s) or designee’s concurrence.

Mandatory Suspension Offenses

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal(s) or designee’s concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

Expulsion

Discretionary Expulsion Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by

creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by GICS.
 - 2. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Website including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal(s) or designee’s concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained

written permission to possess the item from a certificated school employee, with the Executive Director/Principal(s) /or designee's concurrence.

- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

In-School Suspension

GICS does not authorize nor implement in-school suspension.

Out-of-School Suspension Procedures

Rules & Procedures for Student Suspension

GICS is committed to ensuring that all disciplinary investigations are conducted with fairness, consistency, and respect for student rights. Alleged incidents are reviewed promptly and thoroughly, with evidence gathered carefully and impartially from all relevant parties. Decisions regarding discipline are based on verified facts and aligned with state and federal law, ensuring

that students and families can trust the process to be transparent, equitable, and protective of due process.

The procedure for student suspensions is as follows:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by one of the Principal(s) and/or Executive Director, with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal(s) or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice To Parents/Guardians

At the time of the student's suspension, the Principal(s) or designee shall make a reasonable effort to contact the parent/guardian in person, by email or by telephone. Whenever a student is suspended, the Executive Director/Principal(s) or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice will state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If the Executive Director/Principal(s) or designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Step 3: Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director/Principal(s) or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the

student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. Suspensions shall not exceed twenty (20) school days in one school year.

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

In the event of an extended suspension pending expulsion, the Charter School shall ensure an appropriate interim placement, which may include independent study, online coursework, or an alternative educational setting as determined by the Charter School.

At GICS, students with an IEP or Section 504 plan are not suspended or expelled for more than 10 consecutive school days without a Manifestation Determination Review ("MDR"). The MDR ensures that any disciplinary action considers whether the behavior is directly related to the student's disability, protecting their right to a free and appropriate public education.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

Appeal of Suspension

Parents/guardians may appeal the suspension decision by making a written request and submitting it to the Executive Director within seven (7) school days of the suspension decision. The Executive Director will review the matter and determine whether to uphold, modify, or overturn the suspension. If the parent/guardian or student is not satisfied with the decision, a subsequent appeal may be made to the Charter School's Board of Trustees, which shall serve as the final authority on suspension appeals.

Expulsion Procedures

Rules & Procedures for Student Expulsion

Authority to Expel

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

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it and preceded by recommendation from the Principal(s). The Administrative Panel shall consist of at least three (3) members who are certificated employees and neither a teacher of the student nor a member of GICS' Board of Trustees. The Executive Director will appoint the impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel.

A student and the student's parents may appeal an expulsion decision by the Administrative Panel to GICS's Board, which will make the final determination. Following the appeal hearing, the Board of Trustees will make a final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The interim placement for students who are suspended pending expulsion hearing and expulsion appeal hearing will be in accordance with the Alternative Educational Placement MOU with the District. Unless postponed for good cause by the Executive Director/Principal(s) or Administrative Panel, the hearing shall be held within thirty (30) school days after the Executive Director/Principal(s) or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in confidential session (complying with all student confidentiality rules under the Family Educational Rights Privacy Act ("FERPA")) unless the student through their representative makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of GICS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at GICS to any other school district or school to which the student seeks enrollment;
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the student's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Record of Hearing

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Presentation of Evidence

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

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

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, or the Board of Trustees ultimately decides on review/appeal not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive Director/Principal(s) following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) notice of the specific offense(s) committed by the student; (b) notice of appeal rights/procedures; and (c) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with GICS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the charter authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student. The parent/guardian shall have seven (7) school days to appeal by requesting review by the Board of Trustees. If no appeal/review is requested, the expulsion becomes final on the eighth (8th) day after notice was issued.

Disciplinary Records

GICS shall maintain records of all student suspensions and expulsions at GICS. Such records shall be made available to the chartering authority upon request.

Appeal of Expulsion

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board of Trustees within seven (7) school days of the expulsion decision. The student will be considered suspended pending expulsion until a Board of Trustees meeting is convened within thirty (30) days of the day receipt of the appeal at which time the parent(s)/guardian(s) must attend an appeal hearing to present their appeal.

Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board of Trustees will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Executive Director/Principal(s) or designee will send written notice to the student or parent/guardian of the Board of Director's decision within five (5) calendar days of the appeal hearing. GICS Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Trustees may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Trustees may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Trustees shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Trustees shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Expelled Pupils/Alternative Education

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

Policies and Procedures for Rehabilitation

Rehabilitation Plans

Students who are expelled from GICS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to GICS for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school

district of residence. GICS shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of their expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Trustees following a meeting with the Executive Director/Principal(s) or designee and the student and the student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Executive Director/Principal(s) shall make a recommendation to the Board of Trustees following the meeting regarding the Executive Director/Principal(s) or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon GICS's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within GICS's Board adopted Attendance Policy for truancy and only after GICS follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

- 1) Notification of SELPA - The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.
- 2) Services During Suspension - Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could

constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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

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

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

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

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that GICS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c) Return the child to the placement from which the child was removed, unless the parent /guardian and GICS agree to a change of placement as part of the modification of the behavioral intervention plan.
- 4) Due Process Appeals - The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or GICS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
- a) When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or GICS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an

interim alternative educational setting, unless the parent/guardian and GICS agree otherwise.

- b) In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if GICS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.
 - c) In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed ; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.
- 5) Special Circumstances - Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 - b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 6) Interim Alternative Educational Setting - The student's IEP/504 Team shall determine the student's interim alternative educational setting.
- 7) Procedures for Students Not Yet Eligible for Special Education Services - A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated GICS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if GICS had knowledge that the student was disabled before the behavior occurred.

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

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

- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

The Executive Director is responsible for ensuring appropriate arrangements for retirement coverage have been made and will be sustained for all employees of GICS.

Certificated Staff Members

All eligible certificated GICS staff members participate in the State Teachers’ Retirement System (“STRS”). GICS contracts with ExED to support payroll and accounting services. ExED works directly with the Los Angeles County Office of Education to forward payroll deductions and related data as required for STRS reporting in a timely manner. All withholdings from employees and GICS are forwarded to the STRS fund as required.

Employees accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in STRS, employees contribute the required percentage, and GICS contributes the employer’s portion as required by STRS.

GICS acknowledges that it must continue participation in STRS for the duration of GICS’ existence under the same CDS code.

Classified and Other Staff Members

Classified and other staff members at GICS may participate in the Public Employees’ Retirement System (“CalPERS”) and contribute to federal social security.

Classified and other staff members at GICS are individuals who serve in non-certificated roles that do not require a teaching or administrative credential. These dedicated professionals provide essential support that contributes directly to the academic and operational success of the Charter School. Classified and other staff fulfill a wide range of critical functions that ensure

the smooth day-to-day functioning of the campus and the overall well-being of students and staff. Their roles include, but are not limited to: Instructional Aides, BII Specialists, Campus Safety Monitors, Director of Operations/Financial Manager, Enrollment and Attendance Officer, Finance and Office Coordinator, Communications and Marketing Coordinator, Development Coordinator, and Healthcare Assistant. Each of these positions plays a vital role in supporting the Charter School's mission and maintaining a safe, organized, and enriching educational environment.

GICS acknowledges that it must continue participation in CalPERS for the duration of GICS' existence under the same CDS code.

403(b) Retirement Savings Plan

A 403(b) plan is a retirement savings vehicle specifically designed for employees of public schools and other tax-exempt organizations. It allows individuals to contribute a portion of their earnings to personal investment accounts, with the option of making either pre-tax contributions, which reduce current taxable income, or after-tax Roth contributions, which may allow for tax-free withdrawals in retirement. Investment earnings within a 403(b) plan grow on a tax-advantaged basis, providing long-term benefits for retirement planning.

At GICS, participation in the 403(b) retirement savings plan is entirely voluntary and offered as an additional resource for all employees to build their retirement savings over time. By contributing to a 403(b), employees may benefit from tax-deferred growth and, in the case of pre-tax contributions, potentially reduce their current tax liability. GICS does not provide employer matching contributions to employee 403(b) accounts.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, Goethe International Charter School does not limit enrollment based on a family’s residence. Attendance is entirely voluntary, and no student is required to attend the Charter School. During school tours, parents/guardians are actively informed that GICS is a non-restrictive, choice-based option, and that their child is also eligible to attend their local public school. If families inquire further, the staff member leading the tour can provide additional information about public school attendance alternatives, including the LAUSD school assigned to their home address.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Goethe International Charter School does not require any employee to work for the Charter School.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Executive Director

Goethe International Charter School

12500 Braddock Drive

Los Angeles, CA 90066

2. A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
5. If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The

Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Executive Director

Goethe International Charter School

12500 Braddock Drive

Los Angeles, CA 90066

2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined

by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

5. A description of the circumstances of the closure
6. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance

and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Executive Director shall serve as the closure agent, in the event GICS closes, unless the Board determines that another individual shall hold that role.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
 - Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of

an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and

against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)