

# GRANADA HILLS

## CHARTER HIGH SCHOOL



A Charter School  
Petition for Renewal

Submitted to the  
Los Angeles Unified School District  
September 2008  
Final Revision June 22, 2009

**Granada Hills Charter High School Renewal Petition**  
Table of Contents

	Page
Preview .....	3
Affirmations .....	19
Element 1 – The Educational Program .....	21
Element 2 – Measurable Student Outcomes .....	47
Element 3 – Methods by Which Student Outcomes will be Measured .....	56
Element 4 – Governance .....	59
Element 5 – Employee Qualifications .....	71
Element 6 – Health and Safety Procedures .....	79
Element 7 – Racial and Ethnic Balance .....	86
Element 8 – Admission Requirements .....	90
Element 9 – Financial Audits .....	93
Element 10 – Student Suspension and Expulsion .....	97
Element 11 – Retirement Programs .....	106
Element 12 – Attendance Alternatives .....	108
Element 13 – Employee Rights .....	109
Element 14 – Dispute Resolution .....	110
Element 15 – Employer Status and Collective Bargaining .....	112
Element 16 – Charter School Closing .....	113

## **PREVIEW**

Now in its sixth year of operation as an independent charter school, Granada Hills Charter High School has established itself as one of the leading comprehensive public high schools in Los Angeles and in the state. Our current practice, developed through the efforts of a dedicated and innovative stakeholder family of students, staff, parents and community supporters, has produced a school culture with elevated academic, social and professional expectations and achievement indicators.

In our last charter renewal document we outlined what we had accomplished in the first year of charter status and established goals that would inspire us to continue to be both innovative and better. Our overall impetus was to further develop the academic and character standards, intervention, support and social opportunities, and technical, fiscal, safety and human resource infrastructure that would support a diverse student body in becoming successful and savvy lifelong learners. We focused our efforts on the key question “What will we do differently as a charter school?” Through the journey of the last five years we have taken those bold steps that have allowed us to take the best of the traditional high school experience and integrate new and refined practices that have accelerated us to the leading-edge of educational reform. We now see ourselves as a model 21<sup>st</sup> century charter high school.

In our 2004 charter renewal petition, we stated the following goals:

- 1. We desire to build a model that could become a design for others in public education who seek solutions in today’s world. We view this charter school as an opportunity to develop new ideas and experiment with educational approaches. We wish to create a laboratory in which the LAUSD and other interested observers can learn from our successes and our trials, and see new ideas and applications in progress. Thus, we are committed to enriching the direction of the LAUSD, not abandoning it.**

In the last five years as a charter school, GHCHS has accomplished the following:

- Become the largest charter school in the United States with over 4100 students.
- Become a public school of choice with a wait list of over 2000 students.
- Reached an Academic Performance Index (API) of 813 having maintained the 800 statewide performance target threshold since the third year of our charter status.

<b>API</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Targeted API	742	744	763	756	756	<b>796</b>	<b>800</b>	<b>800</b>
Actual API	739	742	761	773	795	<b>809</b>	<b>816</b>	<b>813</b>

- Shown significant cumulative growth in our subgroup API data.

GHCHS API 2003 -2008 Cumulative Growth								
Subgroup	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	Cumulative Growth Change	2008 Subgroup API
<b>GHCHS</b>	20	12	41	14	20	-3	104	813
<b>Socioeconomically Disadvantaged</b>	64	25	34	13	26	14	175	786
<b>English Learners*</b>				-9	26	-70	-53	689
<b>Students with Disabilities*</b>				-3	53	-28	22	578
<b>African American</b>	20	-5	67	20	55	-24	133	745
<b>Asian</b>	26	8	17	12	12	-7	68	870
<b>Filipino</b>	27	-6	24	6	29	-22	58	833
<b>Hispanic</b>	26	29	53	5	26	18	157	774
<b>White</b>	8	14	34	25	15	-10	86	821

\*Subgroup API not available until 2006.

- Ranked #1 compared to all LAUSD comprehensive high school 2008 schoolwide API's. (The top-ranked 13 LAUSD high schools, many of which are adjacent to our school's attendance area, are included here.)

Compared to the API ranking of the top LAUSD comprehensive high school schoolwide API's, the 2008 786 API of the GHCHS Socioeconomically Disadvantaged sub-group would rank 3<sup>rd</sup>, just under the top two LAUSD comprehensive high schools, both independent charters.

The GHCHS Hispanic sub-group API of 774 would also rank 3<sup>rd</sup>, just under GHCHS and Palisades Charter.

The GHCHS African American sub-group 745 API would rank 4<sup>th</sup>, just under El Camino Real, the highest ranked comprehensive high school.

The GHCHS English Learners sub-group 689 API would rank 10<sup>th</sup> in the LAUSD above North Hollywood, Verdugo, Kennedy and all other LAUSD comprehensive high schools.

The GHCHS Students with Disabilities sub-group at a 578 API scored higher than the schoolwide API for the following LAUSD comprehensive high schools: Belmont, Dorsey, Fremont, Garfield, Huntington Park, Jefferson, Jordan, Locke, Roosevelt, and San Fernando.

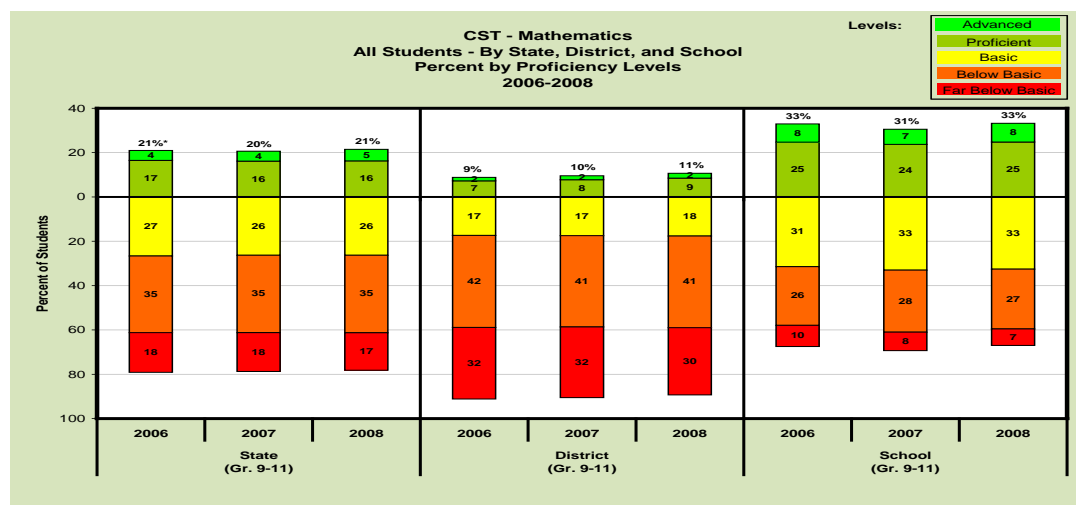
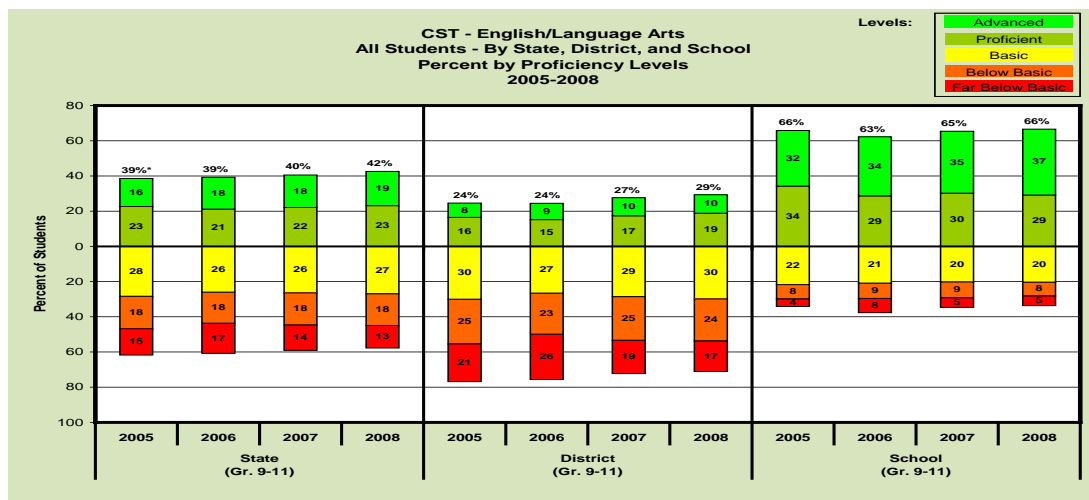
LAUSD Rank #	LAUSD (rank order)	2008 API Growth	Met Growth Targets
1	<b>Granada Hills Charter (Whole School)</b>	<b>813</b>	<b>No</b>
2	Palisades Charter (Whole School)	797	No
3	<b>GHCHS Socioeconomically Disadvantaged Subgroup</b>	<b>786</b>	<b>N/A</b>
3	<b>GHCHS Hispanic Subgroup</b>	<b>774</b>	<b>N/A</b>
3	El Camino Real (Whole School)	768	Yes
4	<b>GHCHS African American Subgroup</b>	<b>745</b>	<b>N/A</b>
4	Taft (Whole School)	738	No
5	Cleveland (Whole School)	727	No
6	Van Nuys (Whole School)	723	Yes
7	Eagle Rock (Whole School)	720	No
8	Chatsworth (Whole School)	704	No
9	Reseda (Whole School)	703	Yes
10	Venice (Whole School)	692	No
10	<b>GHCHS English Learners Subgroup</b>	<b>689</b>	<b>N/A</b>
11	North Hollywood (Whole School)	685	No
12	Verdugo (Whole School)	669	No
13	Kennedy (Whole School)	665	No
	<b>GHCHS Students with Disabilities</b>	<b>578</b>	<b>N/A</b>

The GHCHS Asian, Filipino, and White GHCHS sub-groups at 2008 API's of 870, 833 and 821, respectively, rank higher than any comprehensive high school API in the LAUSD.

Only 3 of the top 13 LAUSD comprehensive high schools met their API Growth Targets in 2008. Over the last 6 years the API of all GHCHS sub-groups with the exception of English Learners have shown significant cumulative growth. The Socioeconomically Disadvantaged, African-American and Hispanic sub-groups have all increased by over 130 points. All others have increased between 22 and 85 points.

In addition, in the last five years as a charter school, GHCHS has:

- Exceeded the LAUSD and California proficiency rates on the California Standards Tests in all content areas since the inception of charter status. Current 2008 results show that the percentage of students in the Proficient or Advanced range are now English-Language Arts (66%), Math (33% - twice the district percentage and thrice the state percentage), Science (50%), World History (66%) and U.S. History (71%).

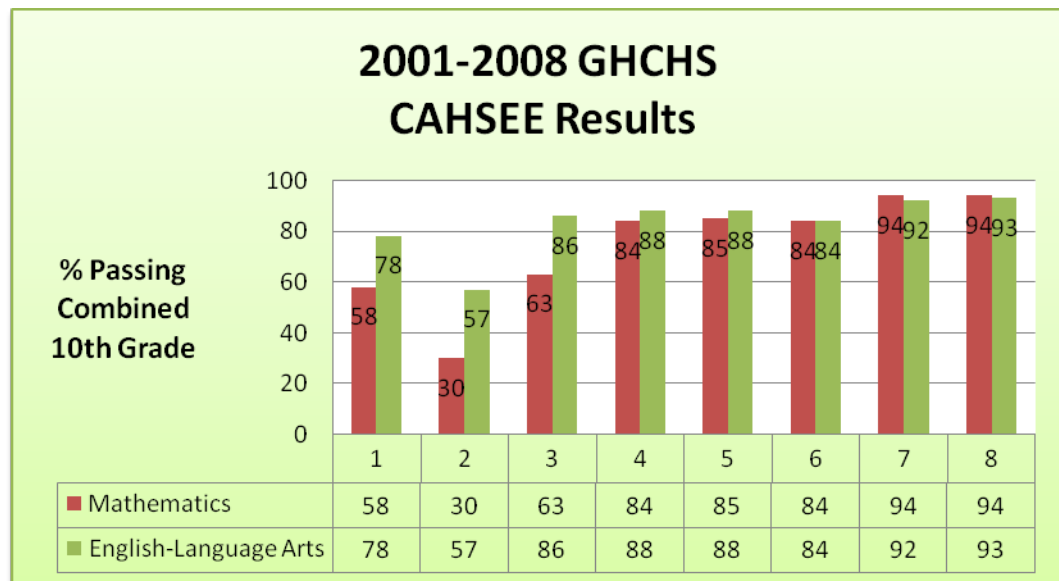


- Met AYP growth targets for all school wide sub-groups since the inception of NCLB including the current year.

## Percent Proficient - Annual Measurable Objectives (AMOs) for 2008 AYP

Granada Hills Charter High School	English-Language Arts Target 33.4% Met all percent proficient rate criteria? Yes			Mathematics Target 32.2 % Met all percent proficient rate criteria? Yes		
	# At or Above Proficient	% At or Above Proficient	Met 2008 AYP	# At or Above Proficient	% At or Above Proficient	Met 2008 AYP
<b>2008 Annual Measurable Objectives</b>						
<b>School wide</b>	680	77.0	Yes	670	76.3	Yes
African American or Black (not of Hispanic origin)	34	68.0	--	27	54.0	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	151	80.3	Yes	170	91.9	Yes
Filipino	48	80.0	--	46	76.7	--
Hispanic or Latino	184	69.4	Yes	169	64.5	Yes
Pacific Islander	--	--	--	--	--	--
White (not of Hispanic origin)	256	82.3	Yes	250	80.1	Yes
Socioeconomically Disadvantaged	184	65.7	Yes	185	66.3	Yes
English Learners	27	26.2	Yes	44	45.8	--
Students with Disabilities	--	--	--	--	--	--

- Increased the percentage of English Learners who score Advanced or Early Advanced on the CELDT test from 57% in 2003 to the current 71% (2008) exceeding the LAUSD average by 36% and the California average by 35%.
- Increased the combined pass rate on the California High School Exit Exam to 94% for Mathematics and 93% English-Language Arts, exceeding the LAUSD rates by 27% and 23%, respectively.



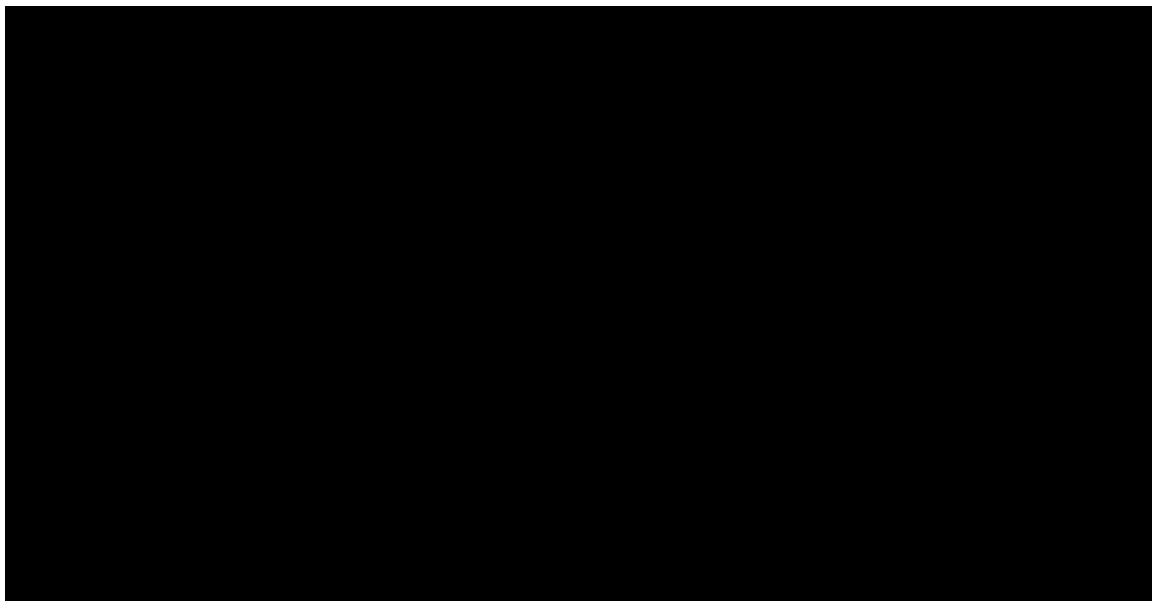
- Exceeded the 2008 LAUSD CAHSEE combined pass rates for all ethnic subgroups,

School	Tested or Passing	Subject	All Students	African American or Black (not of Hispanic origin)	Asian	Filipino	Hispanic or Latino	White (not of Hispanic origin)
GHCHS	# Tested	Math	879	49	187	60	262	313
GHCHS	Passing	Math	827 (94%)	40 (82%)	185 (99%)	59 (98%)	240 (92%)	295 (94%)
GHCHS	# Tested	ELA	889	49	192	60	267	312
GHCHS	Passing	ELA	825 (93%)	43 (88%)	177 (92%)	56 (93%)	246 (92%)	296 (95%)
LAUSD	# Tested	Math	44,386	5,053	1,858	1,217	31,966	3,946
LAUSD	Passing	Math	29,540 (67%)	2,722 (54%)	1,730 (93%)	1,059 (87%)	20,333 (64%)	3,458 (88%)
LAUSD	# Tested	ELA	44,148	5,035	1,864	1,230	31,718	3,963
LAUSD	Passing	ELA	30,754 (70%)	3,218 (64%)	1,614 (87%)	1,066 (87%)	21,118 (67%)	3,497 (88%)

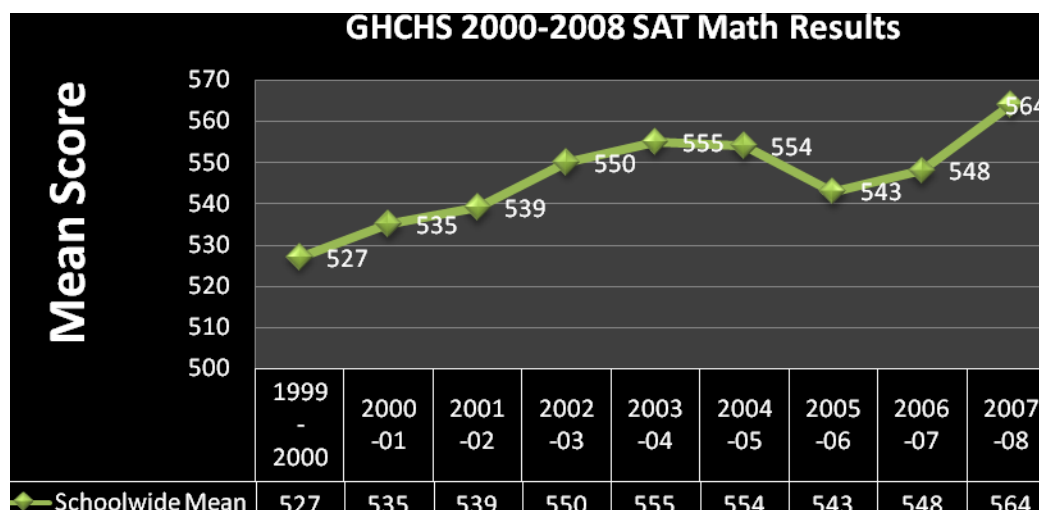
- Exceeded the LAUSD 2008 CAHSEE pass rates for students designated Special Needs, English Learners and Socioeconomically Disadvantaged.

School	Tested or Passing	Subject	All Students	Special Education Students	English Learners	Redesignated Fluent-English Proficient	Socioeconomically Disadvantaged
GHCHS	# Tested	Math	879	4	59	183	278
GHCHS	Passing	Math	827 (94%)	n/a	48 (81%)	174 (95%)	254 (91%)
GHCHS	# Tested	ELA	889	5	67	186	281
GHCHS	Passing	ELA	825 (93%)	n/a	39 (58%)	179 (96%)	253 (90%)
LAUSD	# Tested	Math	44,386	3,827	10,802	16,793	34,057
LAUSD	Passing	Math	29,540 (67%)	881 (23%)	3,950 (37%)	13,736 (82%)	22,058 (65%)
LAUSD	# Tested	ELA	44,148	4,4048	10,945	16,543	33,899
LAUSD	Passing	ELA	30,754 (70%)	1,021 (25%)	3,268 (30%)	14,611 (88%)	22,743 (67%)

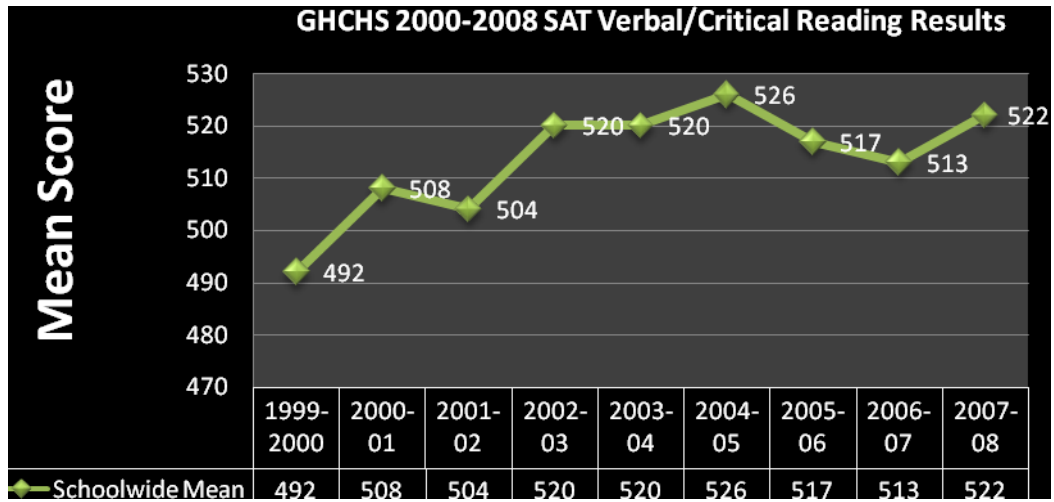
- Increased from a 64.8% pass rate on the Advanced Placement exam in 2002 prior to the inception of charter status to the current 73.45% pass rate while offering 24 different courses.



- Increased from 12.9% to 27% since the inception of charter status in the percent of students meeting all fitness standards on the California Physical Fitness Test.
- Achieved an average verbal/critical reading score of 522, an average math score of 564, and an average writing score of 534 on the 2007-08 SAT 1 above LAUSD, Los Angeles County and California averages. SAT 1 results in mathematics and verbal/critical reading have shown consistent growth since the inception of charter status. Since the advent of the Writing portion of the SAT 1, the GHCHS mean score has increased from 526 to 534.



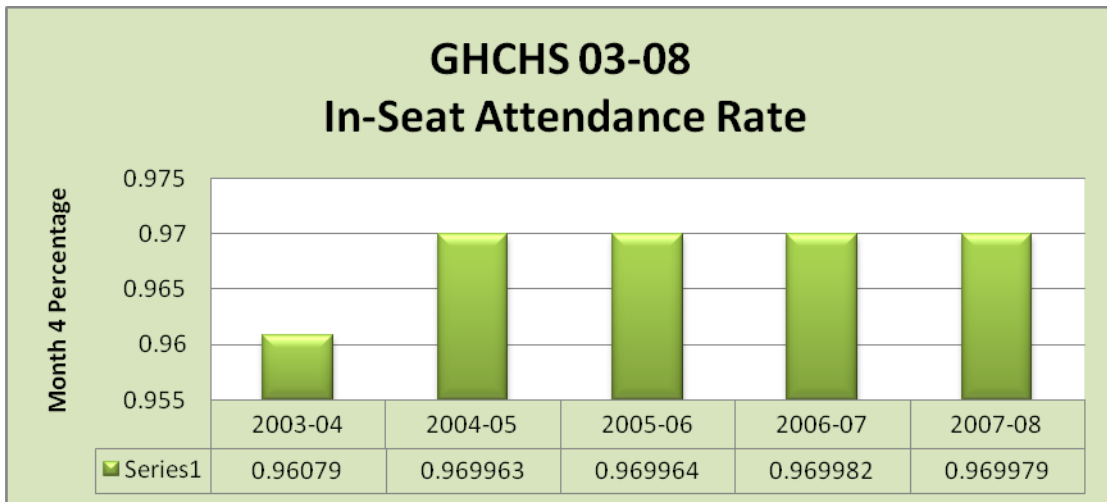




- Consistently achieved an average score from 1.1 to the current 3.4 above the local and statewide composite averages on the ACT.

Grad Year	ACT Total Tested		English		Math		Reading		Science		Composite	
	GHCHS	CA	GHCHS	CA	GHCHS	CA	GHCHS	CA	GHCHS	CA	GHCHS	CA
2004	74	50,271	22.9	21.1	24.5	22.1	22.9	21.7	22.3	20.9	23.3	21.6
2005	107	51,600	23.0	21.1	23.9	22.1	23.1	21.8	22.1	20.9	23.1	21.6
2006	42	55,733	22.4	21.1	23.7	22.2	22.4	21.8	21.6	20.8	22.7	21.6
2007	55	61,830	22.7	21.6	23.8	22.6	23.3	22.2	21.9	21.2	23.0	22.1
2008	66	72,326	25.1	21.8	27.5	22.8	25.0	22.4	24.2	21.3	25.6	22.2

- Improved our status as one of the top comprehensive high schools in California with the highest attendance rates. Since 2003, our in-seat attendance has been consistently at a rate between 96% - 97%.



- Achieved a 0.6% grade 9<sup>th</sup> – 12<sup>th</sup> one-year dropout rate (adjusted to 1.5% in August 2008) and a 9<sup>th</sup> -12<sup>th</sup> 4-year derived dropout rate of 2.8% (adjusted to 6.4%) in the 2006-2007 school year compared to 8.5% in LAUSD and 6.4% statewide. Each subgroup also achieved a rate lower than the LAUSD districtwide dropout rate.

2006-07 Drop Out Rate by Ethnic Category and Total	DROPOUTS										Adjusted Grade 9-12 One-year Dropout Rate	
	Corrections by LEAs in process until August 28, 2008											
	Grade 9-12 Enrollment	Grade 9-12 Four-year Derived Dropout Rate	Grade 9-12 One-year Dropout Rate	Reenrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 Four-year Derived Dropout Rate					
American Indian/Alaska Native	16	**	0	0	0	0	**			0		
Asian	711	0.7%	0.1%	0	1	2	1.3%			0.3%		
Pacific Islander	13	0.0%	0	0	1	1	16.7%			7.7%		
Filipino	193	2.6%	0.5%	0	2	3	7.6%			1.6%		
Hispanic or Latino	1,092	3.9%	0.5%	0	18	24	8.9%			2.2%		
African American (not Hispanic)	201	4.0%	1.0%	0	2	4	8.0%			2.0%		
White	1,406	3.3%	0.6%	0	11	20	6.1%			1.4%		
Multiple/No Response	310	2.6%	1.0%	0	4	7	8.5%			2.3%		
<b>School Total</b>	<b>3,942</b>	<b>2.8%</b>	<b>0.6%</b>	<b>0</b>	<b>39</b>	<b>61</b>	<b>6.4%</b>			<b>1.5%</b>		
LAUSD	207,181	25.7%	5.9%	559	5,863	17,513	33.6%			8.5%		
California	1,997,181	17.3%	4.4%	13,773	53,609	127,292	24.2%			6.4%		

- Achieved a graduation rate of 95.9% for the class of 2006-2007, significantly higher than the LAUSD rate of 66.4% and the California average of 79.5%.
- Achieved 66.4% completing the requirements for University of California or California State University admission eligibility in the Class of 2007 compared to 47.6% in LAUSD. The percentage of students meeting eligibility requirements has increased by 6.7% since 2004.

UC/CSU	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
GHCHS	2	50.0	149	79.9	4	25.0	36	75.0	165	46.7	33	54.5	259	70.7	115	70.4	763	66.4
LAUSD	92	51.1	1,810	78.4	134	50.0	963	66.8	17,643	41.9	3,501	39.7	3,777	62.6	442	41.4	28,362	47.6

- Earned a full 6-year accreditation without a mid-term review from the Western Association of Schools and Colleges (2006), the only comprehensive high school in the LAUSD achieving this status.
- Awarded among the first California charter schools certified status by the California Charter Schools Association effective October 2007 through October 2010.
- Obtained Cambridge certification for school program excellence. (2007)
- Named on the Newsweek Top 1200 High Schools list for the last five years and on the U.S. News and World Report List for the last two years.
- Achieved first place in the LAUSD Academic Decathlon in 2007 and reached second in California having consistently been among the top ten teams in LAUSD and the state.
- Submitted a California Department of Education Charter School Dissemination Grant seeking to provide training and guidance to schools in LAUSD and to charter schools to be able to adapt best practices developed in our last five years as a charter school.

**2. We envision a high school environment with elevated standards of behavior, dress, and respect for authority.**

In the last five years as a charter school, we have accomplished the following:

- Developed and enforced a student behavior policy that demonstrates that conduct in a learning environment contributes to academic success through responsibility, restraint, and leadership.
- Developed and enforced a student dress code that ensures student safety, establishes a learning environment, and allows for standard decorum without removing individuality.
- Developed and enforced an academic integrity policy that sets expectations for ethical and moral conduct in the creation of student academic work.
- As the lead school among a group of 27 charter schools in Los Angeles and San Diego, obtained a \$230,000 Federal Safety Grant to enhance our already strong student and staff safety program.

**3. We want a school curriculum and schedule that is designed to make mastery possible for as many students as possible in required subjects.**

In the last five years a charter school, we have accomplished the following:

- Initiated co-teaching classes in English, mathematics and science to further support Special Education students.
- Designed common benchmark assignments and assessments and selected common textbooks in core subjects to provide consistency for students and allow special educators to manage support across the curriculum for special education students.

- Begun grade level focus groups to design common expectations including work habits strategies for each grade level, with particular emphasis on the 9<sup>th</sup> grade.
- Continued to develop interdisciplinary math-science and English-social studies units with teachers to connect learning among disciplines and develop a common writing approach.
- Required 9<sup>th</sup> grade science for all students so that all 9<sup>th</sup> graders will be enrolled in Earth Science or Honors Biology.
- Required three years of mathematics to include Algebra 1, Algebra 2 and Geometry of all students. (2008)
- Changed the sequence of mathematics instruction moving Algebra 2 after Algebra 1 to allow for curricular flow, expansion of the algebra standards, and greater student mastery of the content standards. (2008)
- Received a 5-year Perkins Grant to enhance the partnerships, professional development, program quality and curriculum in our Career Technical Education program.

**4. We want an educational program that tests and verifies, tutors and reviews, in an effort to “leave no child behind.”**

In the last five years as a charter school, we have accomplished the following:

- Developed a school-wide focus on meeting the needs of all students through intervention, test preparation instruction, homeroom design, and common assessments.
- Established an Intervention Office and staffed it with an administrator, and full-time intervention coordinator and full-time counselor who develop programs and counsel at-risk students.
- Developed and expanded Saturday School for at-risk students including those who need support in passing the California High School Exit Exam including special education students who require additional years past their scheduled graduation date. English-Language Arts, Mathematics and CAHSEE courses run for 12 weeks in each semester.
- Offered teacher-led and peer tutoring after school to support achievement in all core academic classes.
- Created an Independent Study program to provide options for students whose needs are better served in an alternative setting.
- Lowered the school average class size to 30:1 including those courses designated under State Class Size Reduction mandates to 20:1 by purchasing the equivalent of 16 additional teacher positions.

- Wrote a 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens grant to operate a 21<sup>st</sup> Century Community Learning Centers after-school program located at the school beginning in the 2008-2009 school year.
- Developed and administered an essay assessment to all 9<sup>th</sup> graders at the end of the first semester and at the end of the spring semester as a means to gauge student improvement and skill development in essay writing, and to refine English department benchmark assignments and assessments.
- Created formative assessments for students enrolled in 9<sup>th</sup> grade and 11<sup>th</sup> grade English during the spring semester STAR testing period.
- Increased the number of student computers to 1300, one for every 4 students including access through classroom laptop carts, a library media center with 60 student workstations, and classrooms and labs with laptop docking stations and desktop computers.

**5. We want to be accountable and responsible for the way we use time. We want to consider different configurations of the school day. We want to explore a varied school year calendar.**

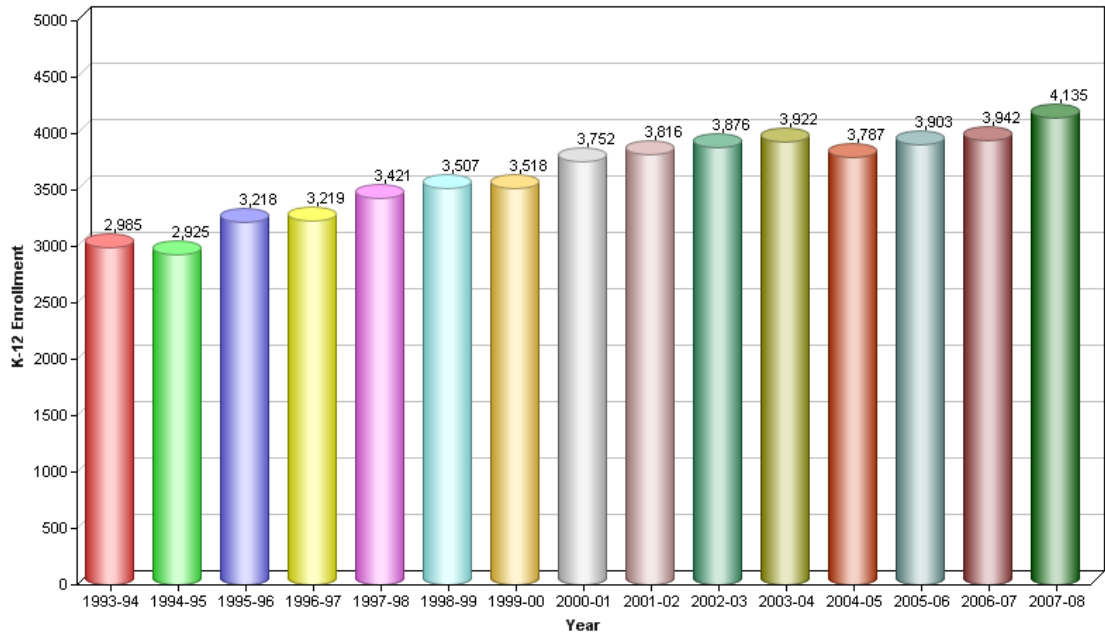
In the last five years as a charter school, we have accomplished the following:

- Created an 8-period day with selected classes offered period 0 and period 7 to accommodate specialized classes, student work schedules, afternoon off-site college classes, and additional students.
- Extended School Library Media Center hours Monday through Thursday from 7:00 a.m. to 6:00 p.m. and Friday from 7:00 a.m. to 4:30 p.m.
- Expanded Counseling Office evening hours one-day per week to allow for greater parent and student access to counseling services.
- Expanded on-site Adult School Learning Center courses to allow students to make up credit deficiencies and participate in school to career programs.
- Extended after school classes through the Los Angeles Pierce College Outreach Program and Santa Monica College.
- Continued the school calendar begun in Fall 2003 opening in mid-August and ending the Fall semester prior to the 3-week Winter to allow for winter intervention classes, Advanced Placement study sessions, a true break for staff and students following fall semester final exams, faculty wide professional development, and a smoother Spring semester opening.

**6. We want to serve our community and provide opportunity enrollment for students who may live outside of our community while maintaining our current diverse ethnic balance.**

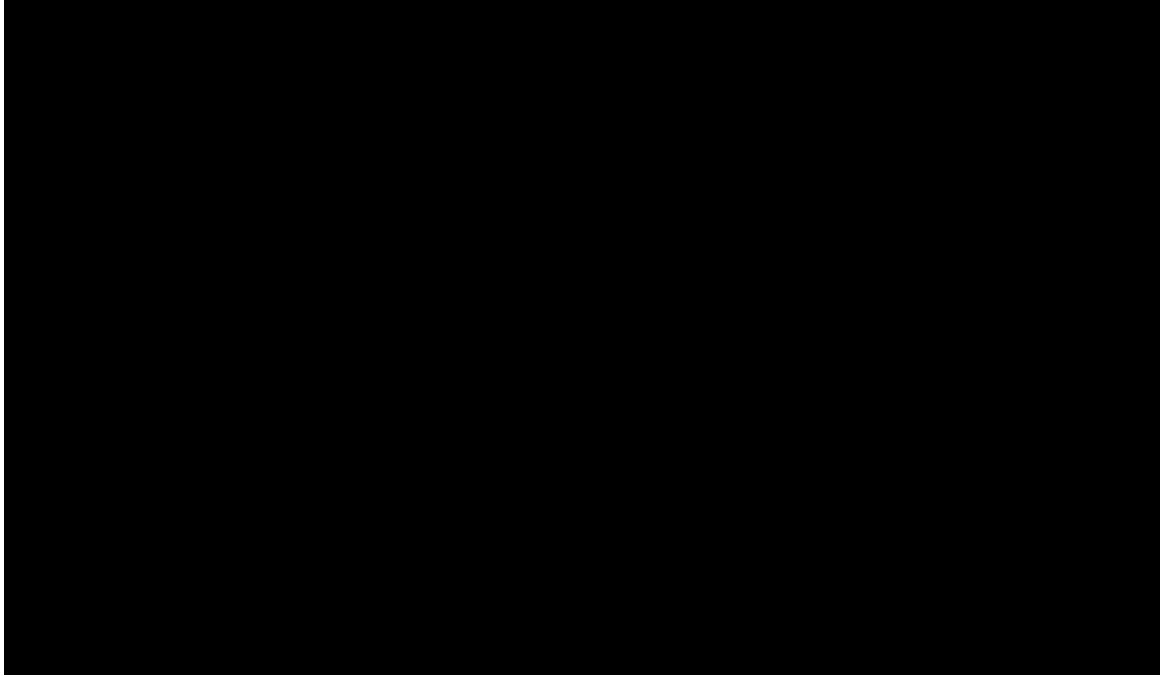
In the last five years as a charter school, we have accomplished the following:

- Increased student enrollment from 3853 on October 5, 2002 to 4183 on August 23, 2008, an increase of 330 enrolled students.



- Exceeded the LAUSD-established operating capacity of 3876 since the 2003-04 school year.
- Identified 35.6 percent (currently 1,495 students) of our student body as eligible for the National School Lunch Program, up over 20 percent during the 2002-03 school year.
- Refined period-by-period attendance taken through a computer-based program available on teacher's classroom computer.
- Opened a full-time Reprographics Center that serves both school and community needs economically and professionally. In concert with an ROP Reprographics course, the Reprographics Center provides a real-life business model for students to learn reprographics and business skills. The Center also serves local elementary and middle schools in duplicating and binding both color and black and white documents at a low-cost rate compared to nearby copy businesses. Parents and employees needing business cards, and copy, binding and brochure services also utilize the Center.
- Increased the number of adult school and community college classes on our campus and made enrollment available to anyone in the community.

- Maintained the most diverse student population of any comprehensive high school in Los Angeles.



**7. We want to look at entrance preparation for our students, as well as codify exit requirements such as our senior project.**

In the last five years as a charter school, we have accomplished the following:

- Developed and administered an Honors English Placement Test to all incoming 9<sup>th</sup> graders during the spring and summer prior to matriculation.
- Developed and administered a mathematics placement test to all incoming 9<sup>th</sup> grade students enrolling in our Math, Science and Technology Magnet School.
- Created a mandatory summer transition academy for all incoming 9<sup>th</sup> graders who attend 2-week or 4-week sessions to assess and support incoming academic skills, provide college preparation, and introduce students to the school culture and requirements.
- Developed an ad hoc committee to investigate the implementation of the University of California A-G requirements campus wide. In April 2008 our Governing Board approved the work of the committee so that we now require this curriculum for all students.
- Refined the Senior Project to create a grades 9-12 articulated research component by adding grade level research reports to hone student research skills.

**8. We see a plan for professional development among our teachers, and clear standards of instruction.**

In the last five years as a charter school, we have accomplished the following:

- Developed and enforced a mandated testing policy requiring all students to participate in all standardized tests including the PSAT, CAHSEE, CELDT and STAR.
- Defined the responsibilities of an expanded certificated Leadership Team and initiated evaluation and support with a Leadership Mentoring Program and accountability tied to the school's Action Plan.
- Designed Standards-aligned common core and benchmark assignments and assessments and the selection of common instructional materials to support equity in student opportunity and achievement.
- Opened opportunities for teams of teachers to create interdisciplinary curriculum among grade levels.
- In collaboration with the William S. Hart Union School District, offered a state-approved two-year BTSA and Induction Program for eligible certificated staff. 21 of 22 enrolled in 2006-07 completed the program. Eight Year 1 teachers joined BTSA in 2007-08 and are on track to complete the program in Year 2. Twelve Year 1 teachers joined in 2008-09.
- In addition, targeted veteran staff that are able to access or may be required to enroll in the school's Peer Assistance and Review (PAR) program.
- Contracted 16 Banked Days into 8 shortened day for staff professional development.
- Issued new laptop computers every three years to our teaching and out-of-classroom certificated staff for their professional use.

**9. We wish to organize our facilities and our school community so that our campus is not dangerously overcrowded or under supervised.**

In the last five years as a charter school, we have accomplished the following:

- Created a clean, safe campus staffed by a plant manager, facilities coordinator, 7-days per week plant crew, fulltime gardener, school police officer, campus security coordinator, campus aides, and overnight and weekend security.
- Increased the number of student clubs to 50, the number of sports to 19 with a total of 31 teams and expanded activities so that the campus operates 7-days per week until 10:00 p.m. with 24-hour security.
- Invested more than \$5 million into facility improvements including a state-of-the-art athletic field and track, an upgraded weight room staffed with a full-time trainer, re-surfaced blacktop in the athletic complex, renovated science labs, upgraded multi-purpose room, remodeled classrooms creating a Music and Band Studio, a Music computer lab, a Dance, Instrumental and Choir Studio, and a Robotics and Physics classroom, a newly constructed Textbook Vault allowing the use of another classroom for instruction, and installed new campus lighting, an emergency water tank, additional campus storage, new student outside eating area furniture and a wireless computer network.



- Added an afterschool program to provide activities and academic classes for students not engaged in athletics, clubs or tutoring.
- Added (4) additional classrooms.
- Entered into a long-term agreement with the City of San Fernando to use a newly-opened state-of-the-art pool complex for our swimming and water polo teams. (2008)

**10. Our charter seeks to provide us with improved staffing practices, budget management, parent involvement, and scheduling of time. We seek to treat the school tax dollars dedicated to Granada Hills Charter High School as we would treat our own money. We envision setting spending priorities that will emphasize the particular needs of our locale, our students and their needs.**

In the last five years as a charter school, we have accomplished the following:

- Re-organized the employee matrix so as to align staff with school needs and re-define job descriptions of plant, security, technology support, classified, certificated student support, administrative and teaching positions.
- Developed an MOU between GHCHS, its teachers and UTLA using the practice of interest-based bargaining.
- Deployed a four-year, \$4.5 million salary package that includes a 12 percent raise for all employees, additional salary incentives for longevity and leadership, an extended work calendar for over 30 teachers, and a new salary table for both classified staff and teachers.
- Maintained fiscally sound financial management practices that have allowed us to increase employee compensation, provide for employee benefits and retirement, expand the number of employees, maintain a surplus, and fund new and expanded programs.
- Expanded an extensive parent communication system including online attendance, behavior and grades, parent email, a call system, voicemail, and the GHCHS website.
- Implemented SIF-compliant student fees collection software for the student store, textbook vault and library media center.

**11. Finally, we want to have enough flexibility to make other important modifications in the future. This element is essential for us to reach our vision of preparing all our students for a successful future.**

In the last five years as a charter school, we have accomplished the following:

- Created a leadership infrastructure to ensure distributive and transparent decision-making and an institutional memory and sustainability for now and in the future.
- Developed annual budgets that provide for current and future needs.



## AFFIRMATIONS/ASSURANCES

1 As the authorized lead petitioner, I, **Brian Bauer**, hereby certify that the information submitted in  
2 this petition for the renewal of a California public charter school, Granada Hills Charter High  
3 School (“GHCHS”), located within the boundaries of the Los Angeles Unified School District is  
4 true to the best of my knowledge and belief; I also certify that this petition does not constitute the  
5 conversion of a private school to the status of a public charter school; and further, I understand the  
6 Charter School:

- 7
- 8 • Shall meet all statewide standards and conduct the student assessments required, pursuant  
9 to Education Code Sections 60605 and 60851, and any other statewide standards  
10 authorized in statute, or student assessments applicable to students in non-charter public  
11 schools. [Ref. Education Code Section 47605(c)(1)]  
12
- 13 • Shall be deemed the exclusive public school employer of the employees of the GHCHS for  
14 purposes of the Educational Employment Relations Act. [Ref. Education Code Section  
15 47605 (b)(5)(O)]  
16
- 17 • Shall be non-sectarian in its programs, admissions policies, employment practices, and all  
18 other operations. [Ref. Education Code Section 47605(d)(1)]  
19
- 20 • Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]  
21
- 22 • Shall admit all students who wish to attend the GHCHS, and who submit a timely  
23 application, unless the Charter School receives a greater number of applications than there  
24 are spaces for students, in which case each application will be given equal chance of  
25 admission through a public random drawing process. Except as required by Education  
26 Code Section 47605(d)(2), admission to the Charter School shall not be determined  
27 according to the place of residence of the student or his or her parents within the State.  
28 Preference in the public random drawing shall be given as required by Education Code  
29 Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make  
30 reasonable efforts to accommodate the growth of the Charter School in accordance with  
31 Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-  
32 (B)]  
33
- 34 • Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or  
35 perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or  
36 any other characteristic that is contained in the definition of hate crimes set forth in Section  
37 422.55 of the Penal Code or association with an individual who has any of the  
38 aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]  
39
- 40 • Shall adhere to all provisions of federal law related to students with disabilities including,  
41 but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans  
42 with Disabilities Act of 1990 and the Individuals with Disabilities in Education  
43 Improvement Act of 2004.  
44
- 45 • Shall meet all requirements for employment set forth in applicable provisions of law,  
46 including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of  
47 Regulations Section 11967.5.1(f)(5)(C)]

- 48 • Shall ensure that teachers in the Charter School hold a Commission on Teacher  
49 Credentialing certificate, permit, or other document equivalent to that which a teacher in  
50 other public schools are required to hold. As allowed by statute, flexibility will be given to  
51 non-core, non-college preparatory teachers. [Ref. California Education Code Section  
52 47605(l)]  
53
- 54 • Shall at all times maintain all necessary and appropriate insurance coverage.  
55
- 56 • Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per  
57 grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).  
58
- 59 • If a pupil is expelled or leaves the Charter School without graduating or completing the  
60 school year for any reason, the Charter School shall notify the superintendent of the school  
61 district of the pupil's last known address within 30 days, and shall, upon request, provide  
62 that school district with a copy of the cumulative record of the pupil, including a transcript  
63 of grades or report card and health information. [Ref. California Education Code Section  
64 47605(d)(3)]  
65
- 66 • Will follow any and all other federal, state, and local laws and regulations that apply to the  
67 GHCHS including but not limited to:
  - 68 ➤ The GHCHS shall maintain accurate and contemporaneous written records that  
69 document all pupil attendance and make these records available for audit and  
70 inspection.
  - 71 ➤ The GHCHS shall on a regular basis consult with its parents and teachers regarding  
72 the Charter School's education programs.
  - 73 ➤ The GHCHS shall comply with any jurisdictional limitations to locations of its  
74 facilities.
  - 75 ➤ The GHCHS shall comply with all laws establishing the minimum and maximum  
76 age for public school enrollment.
  - 77 ➤ The GHCHS shall comply with all applicable portions of the No Child Left Behind  
78 Act.
  - 79 ➤ The GHCHS shall comply with the Public Records Act.
  - 80 ➤ The GHCHS shall comply with the Family Educational Rights and Privacy Act
  - 81 ➤ The GHCHS shall comply with the Ralph M. Brown Act.
  - 82 ➤ The GHCHS shall meet or exceed the legally required minimum of school days.

83  
84  
85  
86 

87 \_\_\_\_\_  
88 Brian Bauer, Lead Petitioner  
89 Executive Director  
90 Granada Hills Charter High School  
91

September 12, 2008

\_\_\_\_\_  
Date

**ELEMENT 1**  
**THE EDUCATIONAL PROGRAM**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.  
California Education Code Section 47605 (b) (5) (A)*

92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124  
125  
126  
127  
128  
129

**SHARED VISION FOR GRANADA HILLS CHARTER HIGH SCHOOL:  
STATEMENT OF INTENT**

We the students, teachers, administrators, staff and parents of Granada Hills Charter High School wish to build on the success of our charter, by further developing it into a model 21<sup>st</sup> century charter high school.

Our goals are to further strengthen the academic standards and opportunities on campus, operate economically and efficiently, be responsive to the needs of our student body and parents, reward excellence in instruction, rise to the technology and the times in which we live, and promote character and personal values in our students.

It is our intent to support the learning environment we have created and emphasize academic progress as well as academic success. We wish to sustain our nurturing school environment that reflects cultural diversity and innovation, that responds to special needs, is safe, interactive, and emphasizes service and leadership among students, staff and parents.

The term of this Charter renewal will begin July 1, 2009 and expire July 1, 2014. All fiscal arrangements outlined in this proposal are to be open to review and improvements in conjunction with school needs and when appropriate, collective bargaining agreements.

As an independent charter school, GHCHS will include the constituent parts of: Granada Hills Charter High School and the Granada Hills Charter High School/CSUN Math, Science, and Technology Magnet.

GHCHS always has conscientiously striven for academic excellence, articulation between grade levels, stability and continuity in our neighborhood and traveling student body, and local school empowerment. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents over 30 zip codes in the LAUSD.

The shareholders of our high school understand that in this endeavor we will continue to recognize the crucial role of both traditional and leading-edge educational techniques as we seek to meet the needs of the able and the gifted, as well as developing and special needs students. We realize that the existing California State Education Code and our District’s efforts to comply with this code hinders our progress. Thus, as an independent charter school we have been able to and will continue to make the changes necessary to meet out students’ needs.

130 Through the outstanding leadership of our Executive Director and administration, and the talents  
131 of our effective teaching staff, and excellent classified employees, we are progressively building a  
132 model that has become a design for others in public education who seek solutions in today's  
133 world. We view this charter school as an ongoing opportunity to develop new ideas and  
134 experiment with educational approaches. We wish to create a laboratory in which the LAUSD and  
135 other interested observers can learn from our successes and our trials, and see new ideas and  
136 applications in progress. Thus, we are continuously committed to enriching the direction of the  
137 LAUSD, not abandoning it.

138  
139 The charter has offered us greater flexibility and control of our educational environment. We have  
140 created a transition program for all incoming students. We continue to follow a plan for  
141 professional development among our teachers, and staff to solidify clear standards of instruction.  
142 We continue to foster a high school environment with elevated standards of behavior, dress, and  
143 respect for authority. We have a school curriculum and schedule that supports academic success  
144 for all students. We have an educational program that tests and verifies, tutors and reviews, in an  
145 effort to "leave no child behind."

146  
147 We continue to be accountable and responsible for the way we use time. We have considered  
148 different configurations of the school day. We implemented a new school year calendar that  
149 improves academic access to and equity in all educational programs. We continue to serve our  
150 community and provide opportunity enrollment for students who may live outside of our  
151 residential area while maintaining our current diverse ethnic balance. We examine our facilities  
152 and our school community on an ongoing basis so that our campus is not dangerously  
153 overcrowded or under supervised.

154  
155 Our charter continues to foster improved staffing practices, budget management, parent  
156 involvement, and scheduling of time. We have treated the school tax dollars dedicated to GHCHS  
157 as we would treat our own money and will carry on this fiscal responsibility. We have set  
158 spending priorities that continue to emphasize the particular needs of our community and our  
159 students.

160  
161 Finally, we want to continue to have enough flexibility to make other important modifications in  
162 the future. The roadmap of this element will continue to help us reach our vision of preparing all  
163 our students for a successful future. We have a long-standing and steadfast commitment to school  
164 reform and improvement, and have proven so with the consistent rise of our AYP scores each  
165 year. By renewing our charter we reaffirm our commitment to a rigorous and relevant high school  
166 experience for all students.

167  
168 As one of the largest independent public high schools in the nation, with an excellent history of  
169 academic performance, parent/teacher cooperation, and administrative leadership, we are  
170 succeeding in the challenge of creating the next generation in public high school education.

## 171 **MISSION**

172  
173  
174 Granada Hills Charter High School (GHCHS) will provide a positive student-centered  
175 environment in which all students will develop academic skills, practical skills, and attitudes to  
176 enable them to be successful lifelong learners and productive, responsible citizens in a diverse  
177 society. We at GHCHS pledge our resources to create a school where all students are actively  
178 engaged in the process of learning in a multicultural, multilingual setting.

179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199  
200  
201  
202  
203  
204  
205  
206  
207  
208  
209  
210  
211  
212  
213  
214  
215  
216  
217  
218  
219  
220  
221  
222  
223  
224  
225  
226  
227

## SUSTAINING EQUITY AND ACHIEVEMENT

As a model 21<sup>st</sup> century educational community, we believe in a standards-based, equity driven education system for all. Our goal is to continuously improve not only achievement but also the learning experience for all students. We believe a standards-based education is the best way to provide equity in instruction. We are committed to ensuring that all students, especially under-represented populations from diverse, cultural, socio-economic and linguistic backgrounds, are provided with a meaningful, content-rich, thinking-centered, and standards-based educational experience.

As a learning community, we embrace the Association of California School Administrators' beliefs about a standards-based, equity-driven education system:

### **Standards-Based Curriculum and Instruction**

GHCHS believes content standards and standards-aligned assessments are the centerpieces of equity-driven curriculum and instruction.

A standards-based system addresses systemic inequities and meets the needs of all students, especially those students who are under-performing.

We continue to improve curricula that meet diverse student needs and empower all students to view concepts, issues, events and themes from multiple perspectives.

#### *In an equity-driven system:*

- All students are held to high standards and have access to rigorous curricula and quality instruction that are intellectually challenging; develop reasoning ability; are calibrated to grade level; provide maximum time in meaningful learning activities; develop reading and writing for content area literacy; and integrate technology for learning.
- All students have access to the core curriculum.
- All students have access to qualified teachers.
- Instructional resources support state content standards and are culturally, linguistically and developmentally appropriate.
- All students have positive learning experiences. Research shows that student success is correlated with early, consistent experiences with highly qualified teachers. (Haycock, 2002)
- Teachers maintain high expectations for learning of rigorous content, differentiate instruction for varied learning styles, and give students multiple opportunities to learn and demonstrate their learning.
- Educators understand and apply the following key concepts for closing the achievement gap: cultural background and daily experiences are valued and connected to classroom learning; intelligence is multidimensional and modifiable, not determined at birth or defined by I.Q. scores; resilient students exhibit social competence, problem solving skills

- 228 and a sense of the future; and effort is closely linked to motivation and achievement.(B.  
229 Williams, 2002)  
230
- 231 • All students have access to rigorous, standards-based curricula, academic courses and  
232 learning paths for college and career.  
233
  - 234 • Specific student groups are not over-or under-represented in college-prep, Advanced  
235 Placement (A.P.), and/or special needs classes.  
236
  - 237 • Students have access to targeted intervention programs that are standards-aligned. Student  
238 placement in such programs is based on specific, recent data about student progress.  
239 Student progress is frequently assessed, and clear exit criteria are set and applied.  
240

### 241 Assessment

242 GHCHS believes that student progress in meeting standards should be determined through  
243 multiple measures that are valid, reliable and fair.  
244

#### 245 *In an equity-driven system:*

- 246 • Regular and accurate assessment of student progress in mastering grade-level standards is  
247 essential to the success of any instructional program and ensures quality for all students.  
248 Classroom and school assessments are based on content that every student has had the  
249 opportunity to learn and master.  
250
- 251 • Students have multiple and varied opportunities to demonstrate what they have learned and  
252 are able to do so in their primary language and English, when ready, as well as in other  
253 appropriate modalities such as American Sign Language.  
254
- 255 • Administrators are vigilant about promoting a comprehensive approach to assessment. On-  
256 going assessment provides students and teachers specific and constructive feedback to  
257 inform instruction and learning.  
258
- 259 • Assessment does not result in negative educational consequences for students. Negative  
260 educational consequences result if disproportionate numbers of students from identified  
261 racial/ethnic groups are denied graduation or other forms of certification due to limited  
262 opportunities to learn. Likewise negative educational consequences occur if some students  
263 spend too much time in test-prep and remediation, thereby limiting their access to quality  
264 learning/teaching experiences.  
265
- 266 • Decisions about instruction are driven by assessment data. Both qualitative and  
267 quantitative data (aggregated and disaggregated) are current, easily retrieved, analyzed,  
268 understood, and used to inform instruction and not to punish students or staff.  
269
- 270 • On-going data collection, disaggregation and analysis ensures proportionate representation  
271 of Latino, African-American, and American Indian students in honors, A.P. and special  
272 needs classes as well as in discipline referrals and consequences.  
273
- 274 • Administrators are aware of and apply appropriate, legal accommodations for testing  
275 students with special needs including English language learners.



276 **Professional Learning and Development**

277 GHCHS believes that professional learning and development must be a budget priority at state,  
278 district and school levels. We at GHCHS have made it our priority, and much of the strengthening  
279 in instruction has been a direct result of collaborative examination of student work, teacher  
280 interaction within departments, interdisciplinary collaboration, and establishing a well paced  
281 growth plan for all departments.

282

283 Professional development is essential for ensuring educational equity and achievement. Research-  
284 based guidelines have shaped all professional development.

285

286 *In an equity-driven system:*

287 • Specific data about student progress drive professional development. In addition to the  
288 examination of quantitative data, professional development includes the examination of  
289 student work and instructional materials, strategies and activities that engender that work.  
290 Teachers in all departments look at school wide and classroom data to determine the areas  
291 that need improvement. Needs assessment helps design professional development.

292

293 • While professional development about state-adopted materials is important for staff,  
294 professional learning also focuses on materials and strategies designed to close the  
295 teaching-learning gaps. For example, current research indicates that much of the  
296 improvement in math performance is attributable to professional development grounded in  
297 developing deep content knowledge and mastering effective instructional practices. As a  
298 result of teacher collaboration in the math department, teachers have come to an agreement  
299 about the adoption of a common textbook in Algebra 1, Algebra 2 and Geometry.

300

301 • The following principles shape and prioritize professional development: Instructional  
302 change is a long multistage process; shared expertise is the driver of instructional change;  
303 the focus is on system-wide improvement; good ideas come from talented people working  
304 together; clear expectations and responsibility for achieving them are shared by all;  
305 instructional improvement occurs in an environment of collegiality, caring and respect for  
306 the students and the adults working to meet their needs; and the focus is on content and  
307 instruction. (Elmore, 1997)

308

309 **Recruitment, Hiring and Coaching**

310 GHCHS believes in the recruitment and hiring of staff that reflect the community as well as in the  
311 development of the capacity of staff to meet the needs of students.

312

313 Educators must approach with passion, dedication and enthusiasm, the moral challenge of  
314 ensuring the educational success of every child. Today effective educators must be more  
315 dedicated, talented and committed than ever before.

316 GHCHS believes in the power of peer coaching to develop effective leaders who have clear vision,  
317 courage and skill to take action, and confidence to include diverse perspectives in making  
318 decisions.

319

320 *In an equity-driven system:*

321 • Leaders recruit, hire, support and develop staff that is most qualified to help all students  
322 achieve standards.

323

- 324 • Leaders assign most qualified staff to serve students most in need. Highly qualified staff  
325 includes teachers who are certified to serve English language learners when the student  
326 population includes a significant number of English language learners.  
327
- 328 • Recruitment of staff reflects the community served.  
329
- 330 • Leaders proactively recruit and hire teachers and other staff who evince a strong moral  
331 principle of educational equity and excellence and dedication to achieve it.  
332
- 333 • Leaders develop capacity in themselves and others through cognitive coaching that  
334 promotes self-directed learning to enhance staff performance and improve student learning.  
335

### 336 **Resources**

337 GHCHS believes school resources should be targeted to student achievement.  
338

339 *In an equity-driven system:*

- 340 • All teachers are highly qualified and effective in developing and delivering curriculum and  
341 instruction in ways that ensure that each student meets or exceeds proficiency in state  
342 standards.  
343
- 344 • All administrators are highly qualified and effective as defined by the standards in the  
345 California Professional Standards for Educational leaders.  
346
- 347 • Curricular materials are available, adequate, in-use by students, aligned to standards, and  
348 culturally, linguistically and developmentally appropriate.  
349
- 350 • A variety of interventions are available to meet students' learning and achievement needs  
351 and help students reach proficiency in state standards.  
352
- 353 • Technology is adequate, available and supports learning through simulation, application  
354 and extension rather than drill practice.  
355
- 356 • All students have access to classrooms and learning labs that are safe and up-to-date.  
357
- 358 • Facilities and grounds are safe, clean, and well maintained and do not impede access to  
359 school resources or disrupt teaching and learning.  
360
- 361 • Block grants are monitored to ensure that resources are allocated to students for whom they  
362 were intended.  
363  
364

### 365 **Leadership**

366 GHCHS believes that while our present school system has successfully served millions of our  
367 children, it has also failed millions, especially poor children and children of color. It is from this  
368 understanding that the impetus comes for educational leaders to create schools that work for all  
369 children. (Morefield)  
370

371 To close the achievement gap, leaders must help others know and understand that all students can  
372 learn, but not in the same way or at the same pace. (Thomas and Bainbridge, 2001)

373 Closing the achievement gap requires shared leadership, both formal and informal, and shared  
374 accountability from staff, parents, students and community.

375

376 The most effective school leadership comes from the school itself. To close the achievement gap,  
377 district leadership must set the purpose and vision and create the context for high expectations,  
378 caring relationships, quality resources and community partnerships.

379

380 *In an equity-driven system:*

381 • Educators take risks to develop policies, programs and practices that ensure the  
382 achievement of under-performing students and to support others who do the same.

383

384 • Educators attain a higher level of cultural proficiency by providing information and  
385 resources about how to achieve educational equity and high achievement for all students  
386 and close the gaps that currently exist among identified student groups.

387

388 • School leaders broker and leverage community participation and empowerment to meet the  
389 needs of under-served student groups.

390

391 • All parts of the system are aligned with the core purpose which is grounded in principles of  
392 equity to ensure academic achievement for under-performing student groups.

393

394 • Changing demographics are embraced as opportunities to assess and alter the ability of the  
395 system to meet the needs of students.

396

397 • Diverse community members are embraced and mobilized as resources for implementing  
398 policies and practices and for providing resources to ensure that all students meet or exceed  
399 state standards.

400

401 • Systemic transformation is implemented to create culturally proficient organizations and  
402 classrooms. Lindsey, et. al., define cultural proficiency as the policies and practices of  
403 organizations and the values and behaviors of the individuals that enable them to interact  
404 effectively in a culturally diverse environment; the way an organization treats its  
405 employees, its clients and its community; and the way classrooms, schools and districts  
406 mobilize and allocate resources to provide equitable outcomes from all learners.

407

#### 408 **Whom Shall the School Educate**

409 GHCHS will continue to serve the communities and families identified over the course of the past  
410 years and all others who wish to attend the school subject only to capacity. One of the strengths of  
411 GHCHS is the school's diversity, and it is our intention to continue the efforts of GHCHS to  
412 maintain the current diverse ethnic make-up of our student body. Enrollment typically comes from  
413 the traditional attendance area neighborhoods and feeder middle schools. GHCHS will continue to  
414 serve traveling students from the mutually agreed-upon schools within the LAUSD. Education  
415 will be accessible to all students, including mid-range students, students achieving at a level  
416 significantly below their peers, gifted and talented students, students receiving special education  
417 services, limited-English proficient students, and students who are members of ethnic groups  
418 underrepresented in colleges and universities.

419

420

421

## What It Means To Be An Educated Person in the 21<sup>st</sup> Century

We believe that an educated citizen in the 21<sup>st</sup> century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, will demonstrate proficiency in the standards identified by the State of California and necessary to participate and work productively, and communicate fluently in English and have access to at least one other language. Upon graduation, our students will have:

- gained demonstrable knowledge in both core and non-core disciplines as defined by California state standards and frameworks;
- mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings;
- internalized values that will enable them to be productive and responsible citizens; and
- developed talents and abilities associated with their future goals.

## How Learning Best Occurs: The Thinking Curriculum

GHCHS is dedicated to supporting each student in the achievement of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility to prepare the student for success in adult life, college and career without remediation. Learning occurs in a safe, comfortable environment with greater personalization and increased interaction among all members of the learning community. Students are active learners and demonstrate powerful learning through the production of significant work. They stay in school and achieve because they are able to transfer interdisciplinary learning to real-world situations and see its connection to their lives in the 21<sup>st</sup> century.

At GHCHS we continue to develop an instructional program that has its foundation in the thinking curriculum, described below. One of the most important outcomes of a thinking curriculum is the creation of competent, self-motivated, lifelong learners. It is our strong belief that all members of the school community must *model* for students what it means to be a lifelong learner. Teachers, administrators, clerical staff, parents and other adults at the school take joy in discovering new concepts and building their knowledge along with the students.

## Description of the Thinking Curriculum

- **A thinking curriculum promotes in-depth thinking and understanding of important, key concepts.**

This characteristic of the thinking curriculum helps clarify what it means to be knowledgeable. A thinking curriculum does not focus exclusively on the acquisition of facts, figures, definitions, and formulas. Truly knowledgeable students will possess such information, but more importantly, they possess key concepts and tools for making, using, and communicating knowledge. Knowledgeable students have learned how to learn, how to organize information, and how to distinguish between important and less important pieces of information. They use tools for accessing, analyzing and using information about the concepts they are studying.

- 471 • **A thinking curriculum’s conceptual and procedural goals are meaningful to students,**  
472 **and are situated in real-world tasks.**  
473 Student learning and classroom activities reflect the real world, focusing on tasks  
474 performed by individuals outside the school context. We believe that educational  
475 experiences should be real-life, meaningful, hands-on experiences. Many lessons should be  
476 project-based and encourage collaborative group work. Curricular trips should support  
477 classroom instruction and make the wider community an extension of the classroom.  
478 Further, thinking students are motivated to use all resources, both personal and within the  
479 larger community, to address the task at hand for their own purposes.  
480
- 481 • **A thinking curriculum challenges students to perform and be responsible for their**  
482 **learning at higher and higher levels.**  
483 A thinking curriculum promotes a sense of efficacy and confidence in students. Thinking  
484 students are self-disciplined and aware of their own responsibility towards learning  
485 important material. The thinking curriculum provides opportunities for students to assess  
486 difficulties they have in learning and consider strategies they could use to overcome  
487 learning difficulties. It stresses continuing to work in the face of ambiguity, solving  
488 problems despite unexpected difficulties, and looking at problems as challenges to learn  
489 more and better. By being engaged in curriculum in this manner, students come to see  
490 themselves as successful, capable learners.  
491
- 492 • **A thinking curriculum builds on and uses students’ prior knowledge and experiences.**  
493 The content and processes learned in school build on students’ family, community, and  
494 cultural experiences. Students are motivated to learn when curriculum considers their  
495 experiences and the issues and problems with which they are concerned as well as their  
496 patterns of processing knowledge. Thinking students constantly make connections to what  
497 is important to them and their cultures while using those connections to gain understanding  
498 in different contexts.  
499

500 *Portions of the description of the thinking curriculum are adapted from the Northwest Central*  
501 *Regional Educational Laboratory.*  
502

503 As a community of learners, we continue to strive to implement the strategies that support best  
504 practices, such as the following:  
505

- 506 • Focus the school’s resources on student learning and achievement of the state standards  
507
- 508 • Form active alliances with families, employers, community members, and policymakers to  
509 promote student learning and ensure accountability such as: offering parenting classes,  
510 college evenings for each grade level, internships with employers, technology center for  
511 the community, technology training for parent and community members and employer  
512 internships  
513
- 514 • Form collaborative communities with neighboring schools, colleges, businesses and  
515 industry to provide for off-site learning opportunities, internships, teacher training  
516 opportunities, intervention and mentoring opportunities, and vertical and horizontal  
517 articulation with our community feeder schools and universities  
518

- 519 • Eliminate traditional time barriers to student success by providing for flexible calendars,  
520 schedules and programs such as: enrichment and intervention extended day classes,  
521 intersessions, on-line tutorials, high school preparation academies, advisory classes, block  
522 scheduling, trimester system, Articulation Night for parents of incoming enrolled students  
523 and a required Summer Transition Academy for all incoming enrolled students.  
524
- 525 • Offer real-world experiences for students to learn about higher education and career  
526 options through curricular pathways, schools to career opportunities, community college  
527 fairs, volunteer fairs, community involvement in senior project assessments, robotics  
528 program, culinary arts program, NATEF and AYES automotive certification program and  
529 other collaboration with businesses and community  
530
- 531 • Establish high standards for student achievement by expecting all students to master  
532 rigorous academic content such as the A-G requirements for all graduates beginning in  
533 2011.  
534
- 535 • Use curricula that are challenging and relevant and which cover content in depth  
536
- 537 • Provide creative outlets in the visual and performing arts  
538
- 539 • Use multiple forms of assessment to meet individual needs such as develop common  
540 rubrics and benchmarks for authentic assignments and interdisciplinary projects that  
541 provide both horizontal and vertical articulation among courses  
542

### 543 **Goals**

544 In accordance with the Expected Schoolwide Learning Results (ESLRs), every student who  
545 graduates from GHCHS will be

- 546 • *An Effective Communicator*, able to read, write, converse and listen for a variety of  
547 purposes  
548
- 549 • *An Information Manager*, able to locate, access, organize, evaluate and apply information  
550 in a complex and technological world  
551
- 552 • *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to  
553 produce solutions for practical and theoretical problems  
554
- 555 • *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to  
556 work collaboratively and respectfully in a linguistically and culturally diverse community  
557
- 558 • *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy  
559 to achieve those goals and to apply content knowledge and critical thinking skills to adapt  
560 to a rapidly changing environment  
561

### 562 **How Students Become Self-Motivated, Competent, Lifelong Learners**

563 GHCHS is committed to enabling students to become self-motivated, competent, lifelong learners  
564 by providing a multicultural, student-centered environment in which all students are held to high  
565 academic and behavioral standards.  
566  
567

568 GHCHS continually strives to develop a culture that fosters in students self-motivation,  
569 competence and the seeds of lifelong learning.

570

571 **Purpose**

572 Administrators, faculty, parents and staff working with students demonstrate a shared purpose to  
573 develop each student’s knowledge and skill to its highest potential. There is evident belief that this  
574 purpose is primary for the school and possible to achieve for virtually every student. The school’s  
575 goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

576

577 **Leadership**

578 Leadership is shared among administrators, faculty, classified staff, students and parents.  
579 Decisions are reached through consensus and minority opinions are considered and valued.  
580 Departments and individual teachers enjoy a large degree of professional autonomy. They are  
581 encouraged to use their best professional judgment in accordance with California State Standards  
582 (or other content standards in areas in which there are no California State Standards) in achieving  
583 high levels of student learning.

584

585 **Environment**

586 The environment of the school is safe, orderly and supportive. Students find the school a good  
587 place to study and a pleasant place to be. School-wide standards for students’ behavior are  
588 perceived by students and staff members to be fair and equitably enforced. Instances of vandalism  
589 and violence on campus are dealt with in a timely manner; student absenteeism and dropout rates  
590 are maintained at a minimum level.

591

592 **Professional Development**

593 Administrators and teachers continually seek to develop themselves as professional educators and  
594 human beings. Peer relationships include coaching, mentoring support and opportunities for  
595 professional development and frequent informal discussions on educational issues. Problems and  
596 weaknesses are openly recognized, and there is a candid search for improvements. The values of  
597 serving students, professional development, and self-renewal are central in the school’s culture.

598

599 GHCHS has implemented a professional development system that is refocused and redesigned to  
600 address the specific needs of a staff committed to the implementation and assessment of an  
601 instructional program that is standards-based, academically rigorous, research-based and  
602 uniformly available to all students. The staff will continue to dedicate “banked hours” to  
603 professional development time throughout the school year.

604

605 In this program, teams of teachers, administrators and out-of-classroom personnel meet regularly,  
606 both within and across disciplines, to research and discuss best practices; design benchmark and  
607 core assignments for every grade level, content area, and where applicable, interdisciplinary  
608 teams; examine student work; and analyze assessment data to modify instruction. Individuals and  
609 teams of teachers from every department are regularly sent to conferences, workshops, and  
610 demonstration sites to participate in gathering information on innovative strategies for improving  
611 student mastery of the skills and content required for promotion. These teachers share their  
612 findings during professional development days with their departments and/or interdisciplinary  
613 groups. All staff meet regularly to examine student work, analyze the effectiveness of the  
614 benchmark and core assignments, and redesign activities and curriculum in response to the  
615 assessment data.

616

617 In addition to developing performance assessments for students, we are in the process of piloting a  
618 new evaluation tool to replace the current Stull instrument modeled on subject-specific teacher  
619 standards and the *Teaching Performance Expectations* of the California Standards of Quality and  
620 Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional  
621 growth activities, portfolio documentation, peer observation, and demonstration lessons.

622

### 623 **Schedule and Academic Calendar, Banked Time and Extended Day**

624 We have altered our calendar to better meet the academic needs of our students. Many in our  
625 community – teachers, parents and students – believed that the two weeks in January following  
626 winter recess leading up to final exams were difficult at best, and that much of the momentum for  
627 the fall semester was lost. Currently, our school year begins in mid August (following summer  
628 school) and ends in late May/early June. Such a calendar – similar to the university and east coast  
629 calendar –allows for the first semester to conclude prior to winter break. This schedule helps us  
630 maximize the instructional time available for students to prepare for state mandated testing and  
631 advancement placement exams.

632

633 Regarding banked time, we have made several adjustments in our five years as a charter school.  
634 Currently, GHCHS banks time for early student release on eight Tuesdays throughout the year  
635 which allows teachers and support staff to participate in professional development for slightly  
636 more than two hours on each of those days. This increase in time, coupled with monthly after  
637 school faculty and department meetings, allows for continuous monitoring and self-improvement  
638 activities to take place.

639

640 Period 0 and 7 class offerings have been expanded and provide opportunities for students to take  
641 community college classes on campus.

642

### 643 **Summer School**

644 GHCHS operates its own summer school. We continue to offer the traditional five or ten credit six  
645 week summer school session to 1300 – 1500 students each summer. Approximately 25 non-  
646 GHCHS students attend the school’s summer school.

647

648 In the GHCHS summer session, we strive to offer all regular school year offerings as well as  
649 additional enrichment and intervention courses designed to accomplish the following:

650

- 651 • Provide all students, but particularly underrepresented racial minorities and low performing  
652 students, specially designed preparation programs that build their capacity and promote access  
653 to advanced courses
- 654 • Provide traditional and expanded intervention and enrichment courses during the summer  
655 school hours and access to community college and adult school classes after hours.

656

### 657 **Instructional Technology**

658 GHCHS is committed to appropriately integrating technology into all areas of the curriculum and  
659 dedicated to the acquisition and support of effective educational technology that provides teachers  
660 and students real-world contexts for learning, connections to larger learning communities, and  
661 opportunities to individualize and apply learning. Our vision for instructional technology  
662 continues to be the common and equitable use of innovative technologies and communication  
663 strategies in the learning environment. Goals include:

664

- 664 • Implement the school technology plan to the benefit of all stakeholders;
- 665 • Continue to pursue technology resources and manage the technology budgets effectively;

666



- 666 • Continually upgrade the school infrastructure, hardware, and software;
- 667 • Provide high-quality service to users on an ongoing basis;
- 668 • Implement technology solutions that will make accountable differences in instruction,
- 669 assessment, and management of students as well as improve communication and collaboration.

670

671 The school's current 2005-2009 Technology Plan addresses the requirements of NCLB and the  
672 EETT Title II, Part D criteria. GHCHS is beginning the process of rewriting our school  
673 Technology Plan and will submit this in fall 2008 for state approval. The school continues to  
674 support technology integration through providing both personnel and budgetary resources. Our  
675 Education Technology Plan is intended to serve as both a guide for technology related decision  
676 making and an instrument to monitor and evaluate progress toward identified goals and objectives.  
677 Our goals and objectives were established to meet the identified needs of integrating technology  
678 to improve student learning, providing equitable technology access and support, providing secure,  
679 timely information flow between home, school, and community, and providing coordinated,  
680 ongoing high quality educational technology professional development. The following goals are a  
681 part of the Plan:

682

683 **Goal 1:** Our schools will use technology to support the school curricular goal of ALL students  
684 attaining proficiency or better with ELA content standards by the 2013-14 school year.

685 **Goal 2:** Our schools will use technology to support the school curricular goal of ALL students  
686 attaining proficiency or better with Math content standards by the 2013-14 school year.

687 **Goal 3:** All students will acquire the National Education Technology grade level standards for  
688 students to support achievement of the academic standards in the classroom, school curricular  
689 goals, and ESLRs.

690 **Goal 4:** All students will have equal access to technology to support achievement of the  
691 academic standards in the classroom, school curricular goals, and ultimately for lifelong learning  
692 and success in our digital society.

693 **Goal 5:** Our school will support the use of technology to improve student achievement data  
694 collection, analysis, reporting, and research/ data driven decision-making.

695 **Goal 6:** Our school will use technology to improve two-way communication between home and  
696 school.

697

698 Each identified goal and objective in our Technology Plan is reviewed and evaluated monthly by  
699 the school Technology Committee, an ad hoc committee of the Curriculum and Instruction  
700 Standing Committee. The school's core Technology Committee is comprised of the School  
701 Network Manager, the school Library Media Teacher, the Director in charge of technology  
702 integration, the Chief Business Officer, and teacher Intel Tech Mentors who advise and support  
703 content-area curriculum and instruction. The Committee is advised by department chairs,  
704 department instructional advisors, student technology assistants and the Governing Board.

705

706 Our 2007 DataQuest School Technology Survey and 2008 California School Technology Survey  
707 report our student to internet-connected computer ratio as 4.83:1. Currently 96% of computers are  
708 less than four years old. Every classroom has at least one multi-media computer with internet  
709 access for student use and most classrooms have LCD projectors for teacher and student  
710 presentations and lessons by providing access to video and other dynamic content. Selected  
711 classrooms have interactive whiteboards and document cameras. Many classrooms including those  
712 for English Learners, the New Media Academy, computer programming, Life Skills, Chemistry,  
713 Yearbook, Magnet Math, Special Education and the Laptop Academy have labs of up to 40  
714 computers for student use. Selected students enrolled in the Laptop Academy or in other special  
715 programs are issued laptops for school and home use. All students have access to computers in the

716 College Office (open from 7:30 a.m. to 4:30 p.m. four days per week and 7:30 a.m. to 7:00 p.m.  
717 one day per week). The Library Media Center is open to students from 7:00 a.m. to 6:00 p.m. four  
718 days per week and 7:00 to 4:30 p.m. on Friday. All teachers can sign up in the Library Media  
719 Center to access computer programs and the Internet as needed for students to complete classroom  
720 activities. The Library Media Teacher provides ongoing instruction to teachers and students in the  
721 use of online sites and databases for project resources. All staff members and students have school  
722 e-mail accounts and internet access. Students and parents can access assignments and homework  
723 on teacher websites, the school website and ParentConnect. The school will expand access with  
724 the implementation of a schoolwide wireless network beginning in the 2008-09 school year which  
725 has implications for both staff and student access, professional development and campus safety.  
726 We also plan to expand our use of SIF-compliant software that will integrate library, student store,  
727 student information, textbook, and cafeteria systems to enhance school to home communication.  
728

729 The school continues to be committed to implementing and refining the Senior Project which  
730 integrates electronic resources and presentation skills and provides a school-to-career bridge. We  
731 are aware of the need for increasingly visual instruction to address student learning modalities and  
732 to provide real-world examples. An integrated multimedia system was recently installed in both  
733 Highlander Hall and the Library Media Center. Both are used for staff development and student  
734 presentations. The use of technology to enhance competencies such as information and  
735 communication technology literacy and the 21<sup>st</sup> Century skills of global literacy, computer  
736 literacy, problem solving, critical thinking, creativity, and innovation is foremost in terms of  
737 instruction and learning. We are providing online learning to our Independent Study students and  
738 have begun delivering professional development to teachers through online courses. GHCHS will  
739 continue to explore these options for delivering online curriculum and expanded electives. Project-  
740 based learning in all classes provides a setting for cooperative technology-enhanced projects. This  
741 is particularly evident in our science classes and New Media Academy, and we want to explore  
742 further how all kinds of innovative technologies such as hand-held devices, high-end animation  
743 tools, iPods, and GPS devices can enhance learning in a group environment.  
744

745 All teachers have a 2008 laptop computer to use for student information, attendance, recording  
746 grades and curricular activities. We have struggled with finding a student data system that  
747 provides ease of use for teachers and have piloted three different internet-based programs in the  
748 past three years. We are optimistic about our current system – CCSA’s ZOOM! – in which we are  
749 one of a handful of charter schools to pilot the data system. Our goal is to provide quick and  
750 efficient access to student standardized and school benchmark test scores to assist teachers in  
751 differentiating learning and data-driven instruction. We understand that the disaggregation of data  
752 and data-tracking systems to monitor student progress are important in gaining a snapshot of  
753 student achievement at any particular time. GHCHS continues to emphasize the application of  
754 technology to improve student achievement and access to post-secondary opportunities. We  
755 continue to explore partnerships through our and university resources through our College and  
756 Career Office which will enable students to have access to the latest and most effective  
757 technology.  
758

759

### **Research Curriculum Strand**

761 GHCHS has developed a research-based curriculum to better prepare students for the rigors they  
762 face following high school graduation. We believe, as do more universities (as evidenced in the  
763 application process), that high school students must be exposed to significant research  
764 opportunities prior to college, either on our campus or at a university through our current or future  
765 partnerships.

766 To better enable our students to fulfill our Expected Schoolwide Learning Results, we must  
767 provide access to the skills, content and habits of mind that result in life-long learners and  
768 productive members of society for every student regardless of program placement. To this end, a  
769 school-wide research project designed and implemented each year (ninth through eleventh grades)  
770 by a different content area department provides equitable access for all students to the skills  
771 involved in critical thinking. The projects build on the skills and competencies taught and assessed  
772 from 9<sup>th</sup> grade English, through 10<sup>th</sup> grade science and 11<sup>th</sup> U.S. history and culminate in the  
773 required senior English project, a multi-media, interdisciplinary research-based presentation. Each  
774 project is differentiated to provide for student initiative, individual creativity and special needs.  
775

### 776 **University Partnerships**

777 The Magnet School has had a fifteen-year partnership with the Eisner College of Education at  
778 California State University, Northridge. This partnership has provided opportunities for students  
779 and teachers to access university instruction, mentoring, facilities, internships and resources. Our  
780 students have benefited from taking university courses through the Talented High School Student  
781 Honors Program. As a Charter School, GHCHS will continue in this tradition by actively seeking  
782 out members of the university community who will partner with us. In exchange, we are a lab  
783 setting for credential students to observe standards-based instruction, technology integration,  
784 multiple forms of assessment and other best practices. We will also continue our connections with  
785 local community colleges such as Pierce and Mission to offer university courses on campus after  
786 school and during the summer. By taking these classes students can earn college as well as high  
787 school credit. As a Charter School, we have extended the school day so that our students can earn  
788 university credits, take more advanced and career-oriented courses and accelerate their learning  
789 and high school graduation. We have also amended the school calendar so our students can take  
790 university courses during intersession and traditional community college summer sessions. Thus,  
791 it is possible for students to complete their AA degree during their high school career. In addition,  
792 our teachers and staff may enroll in on-campus college classes for professional growth  
793 opportunities  
794

### 795 **Specialized and Interdisciplinary Programs**

796 GHCHS currently has a School for Advanced Studies, Humanitas/New Media Program, a Math,  
797 Science and Technology Magnet, Global History of Ideas Program, and Music Academy. We also  
798 have teams of special education and regular education teachers in co-teaching models. We find  
799 evidence that indicates that smaller learning communities can narrow the achievement gap  
800 between white/middle class/affluent students and ethnic minority and poor students. Our intent is  
801 to continue to offer more specialized programs within departments that foster personalized  
802 teacher-student relationships and less differentiation of instruction by ability. We believe that  
803 specialized learning opportunities provide unique educational options for student learning.  
804

### 805 **College Prepared and Career Ready**

806 GHCHS offers an A-G University of California curriculum to all students and provides all  
807 necessary courses to fulfill state graduation requirements. In addition to a traditional six period  
808 day, students have the opportunity to enroll in a zero and seventh period to accelerate the pursuit  
809 of career and major interests. We accommodate curricular needs by grouping students into core  
810 classes such as English, social studies, and art. Teachers work together on related units and  
811 activities that enhance student understanding and help them see interdisciplinary relationships.  
812

813 Inquiry learning, cooperative learning and project based learning are primary instructional  
814 techniques. Project-based benchmark assignments allow each student to demonstrate proficiency  
815 in a standards-based core curriculum. In addition, students have opportunities to pursue curricular

816 interests through enrollment in community college and university (CSU, Northridge) classes to  
817 complete or take additional credits beyond high school. School guidance counselors, the college  
818 counselor and the career advisor monitor each student's Personalized Education Plan (PEP) to  
819 ensure that he or she meets the graduation requirements.

820

### 821 **Independent Study**

822 GHCHS offers an Independent Study Program as an alternative educational opportunity. This  
823 program is fully accredited by GHCHS and all classes meet the CSU/UC college A-G course  
824 requirements. All of the courses are offered on-line with NCLB qualified teachers who are  
825 supervised by our on-site GHCHS Supervising Teacher who possesses the appropriate teaching  
826 credential. Students who are interested in this program must meet all of the GHCHS enrollment  
827 requirements and meet all independent study eligibility requirements. Because this program offers  
828 rigorous, challenging on-line courses, students must be able to work independently and have a  
829 desire to learn. During the 2007-08 school year, 20 students were enrolled in the GHCHS  
830 independent study program. Early on in the 2008-09 school year, 14 students are taking their  
831 classes through the GHCHS independent study program. GHCHS will adhere to California  
832 Department of Education regulations and requirements for Independent Study programs at charter  
833 school sites and California Education Code §47612.5. For purposes of calculating average daily  
834 attendance for classroom-based instruction apportionments, at least 80 percent of the instructional  
835 time offered by the charter school shall be at the school site, and GHCHS shall require the  
836 attendance of all pupils for whom a classroom-based apportionment is claimed at the school site  
837 for at least 80 percent of the minimum instructional time required to be offered pursuant to  
838 paragraph (1) of subdivision (a) of the California Education Code §47612.5.

839

### 840 **Replication and Expansion - Creation of New Programs**

841 Given the overwhelming need for strong instructional programs and practices to better meet the  
842 need of our existing student body as well as other students and communities, GHCHS as a  
843 laboratory school, is committed to creating new models of excellence and to replicating and  
844 expanding existing models for students and their families throughout Los Angeles and the state.  
845 Our strategic plan calls for the strong consideration of the following models:

846 1. A middle school program, grades 6-8, that would prepare students beginning with grade 6  
847 to be college ready. GHCHS will adhere to the applicable LAUSD process for a material  
848 revision or will submit a new charter petition for middle grades expansion.

849 2. Expansion of our existing independent study program to provide a high quality program to  
850 more students for whom the daily requirements of a traditional school setting are less  
851 appropriate or not feasible. GHCHS will adhere to California Department of Education  
852 regulations and requirements for Independent Study programs at charter school sites and  
853 California Education Code §47612.5. If GHCHS offers non-classroom based instruction in  
854 excess of 20% of its total instructional minutes authorized in California Education Code  
855 §47612.5(e)(1), then GHCHS is subject to the determination for funding requirement of  
856 §47634.2. GHCHS shall submit a request to the District for material revision in the event it  
857 surpasses the 20% threshold for non-classroom based instructional minutes.

858 3. A high quality distance-learning program for students across the state who are unable to  
859 travel to GHCHS.

860 4. An innovative, rigorous "continuation" school model that provides a smaller school setting  
861 for students for whom the larger high school is less conducive.

862 5. An International Baccalaureate Program to meet the needs of students who desire the  
863 challenge of the internationally recognized pre-university curriculum.

864

## 865 **CLOSING THE ACHIEVEMENT GAP**

### 866 **Goals for Providing and Ensuring Equal Access to Academically Low-Achieving Students**

868 Meeting the academic needs of underachieving students, in particular, subgroups such as English  
869 Language Learners, Special Needs students, African American and Hispanic students, continues to  
870 present us with challenges. However since the inception of the charter, we have made significant  
871 annual progress in closing the achievement gap as indicated by the STAR results

872  
873 We strongly believe we can continue to meet our goals by committing to the following:

- 874 • Enroll all students in rigorous academic programs that prepare them for success in higher  
875 education, career and adult life without the need for remediation
- 876 • Lower class sizes to optimal levels (currently, the schoolwide class size average is 30.)
- 877 • Offer parent/guardian program in intervention for students who drop below a C average
- 878 • Provide for flexible scheduling
- 879 • Allocate resources to provide the necessary support for low achieving students
- 880 • Support existing programs while developing additional programs to meet currently  
881 identified and future student needs (e.g. Intensive English and Mathematics, languages for  
882 heritage speakers, Zero and Seventh Period Intervention Courses, after school tutoring  
883 Saturday School, and the Summer Transition Academy)
- 884 • Maintain high expectations that all students can and will learn to read
- 885 • Provide all students with research and critical thinking skills
- 886 • Support all students in passing the CAHSEE
- 887 • Provide on-going professional development and coaching to:
  - 888 1. Help teachers understand and use specific instructional strategies to meet the  
889 needs of diverse learners
  - 890 2. Encourage and improve cultural sensitivity
  - 891 3. Support teachers as they become reflective educators.

### 892 893 **Enrichment and Intervention**

894 As a charter school, GHCHS will continue to expand and enhance the many enrichment and  
895 intervention opportunities for students. GHCHS employs a full time intervention Coordinator and  
896 Counselor to effectively coordinate and manage intervention activities.

897  
898 General student tutoring is available every day after school in the library, and additional funds are  
899 targeted at gatekeeper courses like algebra, geometry, and biology, as well as English language  
900 development. We continue to offer CAHSEE Saturday School for students who have not passed  
901 one or both sections of the exam. Evening and Saturday informational meetings to provide  
902 parents with the resources to help students pass the CAHSEE are regularly offered. Special  
903 education students are enrolled in comprehensive CAHSEE classes during the regular school day  
904 in addition to the Saturday school classes if consistent with a student's IEP.

905  
906 GHCHS will also continue to offer a rigorous and comprehensive Saturday School for students  
907 performing at Basic, Below Basic and Far Below Basic on their Math and English CST tests. In  
908 the spring semester, Saturday School classes support the math program with comprehensive  
909 support classes in Algebra 1, Geometry and Algebra 2. Students who have earned a fail or "d" in  
910 the fall semester are automatically enrolled in the Saturday program. All students who attend  
911 Saturday school receive elective credits. Intervention for students with a 504 plan or an IEP shall  
912 be in accordance with the terms of those documents.

914 Various community college classes and adult school classes are offered after school to GHCHS  
915 students and community members to increase the number of academic electives available. In  
916 addition, several required and elective classes (e.g. physical education, music, Robotics) are  
917 meeting either period 0 or 7 to further increase students' access to the curriculum.  
918 Our Summer Transition Academy has been developed to assist incoming 9<sup>th</sup> grade students make a  
919 smooth transition to high school. The Summer Transition Academy includes a variety of academic  
920 and social orientation activities that are designed to:

- 921
- 922       ▪ Provide a successful transition to high school
- 923       ▪ Increase 9<sup>th</sup> grade academic performance
- 924       ▪ Develop a four-year academic success plan
- 925       ▪ Introduce students to the high school culture and create a college readiness culture
- 926       ▪ Improve school culture and communication amongst students and between students  
927       and staff
- 928       ▪ Help students develop and set short-term and long-term goals
- 929       ▪ Improve study skills, time management, and test-taking skills
- 930       ▪ Introduce families and students to higher education
- 931       ▪ Increase the number of students who enroll in higher education

932

933 Attending the Summer Transition Academy is a GHCHS graduation requirement beginning with  
934 the class of 2011. Students must complete a two-week or a four-week Summer Transition  
935 Academy Program. Session length will depend on STAR test proficiency levels in both Math and  
936 English on a student's Math and English grades and on the math level in eighth grade. Students  
937 who cannot attend the Summer Academy between their eighth and ninth grade may appeal to  
938 attend the session between their 9<sup>th</sup> and 10<sup>th</sup> grade. Transportation is provided for all eligible  
939 traveling students.

940

941 Students in the four week program attend Math and English classes focusing on skills  
942 development and remediation. In addition, the curriculum includes study skills, time  
943 management, communication skills, and test taking skills designed to promote high school  
944 success. Students in the two week program have a choice of two curricular options which will be  
945 offered in both sessions. The current options are SAT Prep and Essay Writing. The SAT Prep  
946 curriculum focuses on critical thinking skills, test taking skills, writing skills and vocabulary  
947 development. Students will also take the practice SAT. The Essay Writing curriculum will focus  
948 on grammar, inferences and essay writing techniques for high school.

949

950 All students attend assemblies which cover topics such as graduation and college requirements,  
951 sexual harassment, suicide prevention, drug and alcohol abuse prevention, internet safety and  
952 academic integrity. Students will have the opportunity to tour the school, receive their locker  
953 assignment and school ID and purchase PE clothes. Students will also complete their registration  
954 process during their academy session

955

956 **Health and Human Services: Academic and Health Guidance**

957 GHCHS is committed to students gaining skills and access learning opportunities in an active and  
958 preventative manner that ensures all students can achieve school success through academic, career  
959 and personal/social development experiences. The National Standards for School Counseling  
960 Programs shall serve as a model for our health and human services programs. The Health and  
961 Human Services department will meet standards by developing comprehensive school counseling  
962 and guidance programs that are modeled on the national standards. The program will include the  
963 school nurse, counselors, and psychiatric social workers.

964 We believe students need to be emotionally secure to learn effectively. Providing mental health  
965 support in the effort to address student’s emotional and social concerns, therefore represents a  
966 salient function of school counseling; but embedded in the new National Standards, counseling  
967 programs are comprehensive and mental health services are subsumed in the context of promoting  
968 student success.

969  
970 Comprehensive programs are developmental in nature, preventative in design and comprehensive  
971 in scope and purpose. As an integral part of a total education program, GHCHS shall continue to  
972 hire credentialed school counselors to ensure equity and access to services so that every student is  
973 challenged and supported to achieve his/her highest potential.

974  
975 GHCHS has hired a full-time intervention counselor, a psychiatric social worker and one part time  
976 psychiatric social worker. We have increased nursing services to at least two full time positions.  
977 Current guidance counselor caseload is approximately 400 to 1 and we will continue to work  
978 towards lowering counselor caseloads to the National Standard recommendation of 200:1 ratio.

979  
980 By committing our resources to students’ academic, counseling and health needs, we will be better  
981 prepared to meeting the following goals:

- 982
- 983 ❖ Enhance and promote the learning process
    - 984 • Provide a comprehensive Summer Transition Academy for all in-coming 9<sup>th</sup>
    - 985 grade students
    - 986 • Develop a four-year plan for each student in the 9<sup>th</sup> grade.
    - 987 • Review and update four year plan annually
  - 988
  - 989 ❖ Enable all students to achieve success in school
    - 990 • Identify and counsel at risk students
  - 991
  - 992 ❖ Provide support through
    - 993 • Classroom guidance curriculum
    - 994 • Group counseling
      - 995 ◦ Substance abuse
      - 996 ◦ Grief Counseling
      - 997 ◦ Family Issues
      - 998 ◦ Dating Abuse
      - 999 ◦ Study and coping skills
      - 1000 ◦ *Because I Love You* program for parents and students
      - 1001 ◦ Yellow Ribbon Suicide Prevention program
      - 1002 ◦ Rachel’s Challenge Club and Support Group
    - 1003 • Individual counseling services
      - 1004 ◦ At risk assessment
      - 1005 ◦ Referrals to Psychiatric Social Worker
      - 1006 ◦ Academic counseling
      - 1007 ◦ Referrals to Intervention Counselor and or services
    - 1008 • Consultation with parents and teachers
      - 1009 ◦ Referrals to student study team coordinator
    - 1010 • Collaboration with community resources
      - 1011 ◦ Teen Line
    - 1012 • College counseling and peer college counseling programs

- 1013                   ◦ Parent college nights
- 1014                   ◦ Community college fairs
- 1015                   ◦ Financial aid nights for parents
- 1016                   ◦ Articulation night and Open house for incoming 9<sup>th</sup> graders
- 1017                   ◦ Advanced Placement Information Night
- 1018                   ◦ Outreach programs
- 1019                   ◦ Schoolwide PSAT testing for 9<sup>th</sup> to 11<sup>th</sup> graders at no cost
- 1020                   ◦ PSAT, SAT and ACT information night in multiple languages
- 1021                   • Career counseling
  - 1022                   ◦ Career Fair
  - 1023                   ◦ KUDER Career Exploration Program
  - 1024                   ◦ On site ROP day and evening classes
  - 1025                   ◦ On site evening adult school classes

1026 The comprehensive counseling program at GHCHS will evaluate using measurable student  
 1027 competencies as defined by the National Standards:  
 1028

1029                   ❖ **STANDARD 1: ACADEMIC DEVELOPMENT**

- 1030                   ◦ Standard A
  - 1031                   ▪ Students will acquire the attitudes, knowledge and skills that contribute  
1032 to the effective learning in school and across the life span
- 1033                   ◦ Standard B
  - 1034                   ▪ Students will complete school with academic preparation essential to  
1035 choose from a wide range of substantial post-secondary options,  
1036 including college
- 1037                   ◦ Standard C
  - 1038                   ▪ Students will understand the relationship of academics to the world of  
1039 work, and to the life at home and in the community
  - 1040                   ▪ Work experience and ROP program

1041

1042                   ❖ **STANDARD 2: CAREER DEVELOPMENT**

- 1043                   ◦ Standard A
  - 1044                   ▪ Students will acquire the skills to investigate the world of work in  
1045 relation to the knowledge of self and to make informed career decisions
- 1046                   ◦ Standard B
  - 1047                   ▪ Students will employ strategies to achieve future career success and  
1048 satisfaction
- 1049                   ◦ Standard C
  - 1050                   ▪ Students understand the relationship between personal qualities,  
1051 education and training, and the world of work

1052

1053                   ❖ **STANDARD 3: PERSONAL/SOCIAL DEVELOPMENT**

- 1054                   ◦ Standard A
  - 1055                   ▪ Students will acquire the attitudes, knowledge and interpersonal skills to  
1056 help them understand and respect self and others
- 1057                   ◦ Standard B
  - 1058                   ▪ Students will make decisions, set goals and take necessary action to  
1059 achieve goals
- 1060                   ◦ Standard C
  - 1061                   ▪ Students will understand safety and survival skills

1062



1063 **Parental and Community Involvement**

1064 GHCHS recognizes the fundamental role parents and family play in student achievement, and  
1065 believes that parent expectations represent the key intrinsic ingredient that drives student success.  
1066 We believe that education is successful when there is an ongoing home and school partnership  
1067 between the school and home communities. Research shows that the number one indicator of  
1068 student success is not primary language, race, gender, or economic class, but the extent to which  
1069 parents are involved in their student's education (Henderson and Berla). When parents are  
1070 actively involved in their children's schooling:

- 1071 • Students show higher test scores
- 1072 • Attendance rates improve
- 1073 • Fewer placements in special education occur
- 1074 • Attitudes towards school and behavior improve
- 1075 • Graduation rates increase
- 1076 • Teacher morale improves
- 1077 • The school enjoys a better reputation in the community and receives more support from  
1078 families
- 1079 • Student achievement improves

1080  
1081 GHCHS communicates classroom curriculum and school expectations to parents in the form of a  
1082 Course Catalog Handbook and Parent and Student Handbook, both of which are sent home to each  
1083 parent every summer. Teachers also distribute course syllabi to every student with teacher  
1084 expectations, grading scales, homework policies, and teacher contact information each fall.  
1085 Students are required to procure parent signatures verifying that they have read and understand the  
1086 class expectations.

1087  
1088 In addition to communicating course and school expectations, GHCHS continues to improve both  
1089 the frequency and quality of parent contact with GHCHS using the following tools:

- 1090  
1091 **Teleparent** is a PHONE communication system that provides the following services:
- 1092 • **Situational Student Messages** deliver unique customized telephone messages in the  
1093 home language of each participating students. The messages include behavior,  
1094 achievement, and performance information specific to each students and are selected  
1095 by teachers and other authorized staff.
  - 1096 • **Community Outreach Messages** are made each weekend and for special events.  
1097 Where a student is to receive a situational message and a community message, the  
1098 message is combined.
  - 1099 • **Emergency Calls** can be made to over 1000 telephone numbers in a minute during an  
1100 emergency.
  - 1101 • **Smart Attendance Calling Services** is an automated system that seamlessly integrates  
1102 the school's data system to send messages to parents informing them of student  
1103 absences and tardies

1104  
1105 **The GHCHS Web Page and GHCHS On-Line Community Forum offer parents and  
1106 community members the opportunity to:**

- 1107 • Purchase tickets on-line, purchase student store items and make on-line donations to  
1108 your favorite club and/or organization and pay lunch deposits to their student's  
1109 individual account.
- 1110 • Sign up to receive the new web-based Daily Bulletin

- 1111 • Join the GHCHS On-Line Community for Students, Parents and GHCHS Alumni-Chat  
1112 with your peers  
1113 • Use the new and Improved GHCHS calendar which is updated in real time

1114 **Student E-mail**

- 1115 • All students have a FREE GAGGLE account.  
1116 • Students receive an electronic version of the daily bulletin every night.  
1117

1118 **Back to School, Open House and other Parent Outreach events.**

- 1119 • Each fall and spring, GHCHS hosts parent evenings with attendance close to 2000 plus  
1120 parents and students.  
1121 • Each spring GHCHS hosts an Articulation Night and Open House for incoming 9<sup>th</sup>  
1122 grade students and their parents.  
1123 • Each spring GHCHS hosts Advanced Placement Information Night to increase access  
1124 and equity to Advanced Placement courses for all students.  
1125 • Throughout the year, the college office hosts college information evenings for each  
1126 grade level.  
1127

1128 **The GHCHS Library and On-Line Library GHCHS Library Catalog**

- 1129 • Our Library is open every evening until 6:00 pm for community and student use.  
1130 • Parents and students can search our GHCHS Library catalog on-line through our web  
1131 site.  
1132

1133 **Parent Connect**

- 1134 • Parents who sign-up for Parent Connect receive electronic notifications of missing  
1135 grades, failed assignments, absences, and discipline incidents. Parents can review  
1136 student's progress and course history.  
1137 • Parents can sign-up and immediately receive their log-on password during the school  
1138 day or Wednesday night counseling office hours and/or during parent evenings such as  
1139 Back to School and Open House.  
1140

1141 **Extended Hours in the Counseling Office**

- 1142 • The Counseling Office is open every Wednesday night (school nights) until 6:30 pm to  
1143 assist busy parents. Parents can drop in; however, parents with an appointment will be  
1144 seen first.  
1145

1146 ***Sounds of the Highlands*-A Parent Newsletter sent every other month**

- 1147 • Parents are sent a newsletter in the mail with important and interesting GHCHS news.  
1148 • The newsletter is also posted on-line on our web page.  
1149

1150 **Parent Volunteer and Involvement Opportunities**

- 1151 • Parents can volunteer to work at the school in a variety of capacities. Volunteers who  
1152 are in contact with students on a regular basis are required to be fingerprinted and  
1153 provide a current TB test.  
1154 • Several parent organizations on campus offer opportunities for parent involvement.  
1155 Examples of parent groups are the Highlander Band Parent Association, PTSA, Korean  
1156 Parent Association, African-American Parent Association, Choir Boosters, and the  
1157 Booster Club as well as other support groups.

- 1158 • “Because I Love You” parent and student support groups are held every Tuesday  
1159 evening from 7:00 pm to 9:00 pm.  
1160 • English Language Advisory Council (ELAC) meets at least four times a year to  
1161 provide information and support to parents in multiple languages.  
1162

### 1163 **Parent Education Classes**

- 1164 ▪ GHCHS offers parent education classes on-site in partnerships with Kennedy Adult  
1165 School.  
1166 ▪ Each fall semester, the Intervention Office hosts an Intervention Saturday Seminar for  
1167 parents of students in the Intervention Program. This one-day seminar helps parents  
1168 understand the school’s intervention program and provide parents with skills to help  
1169 their students at home.  
1170

1171 GHCHS will continue to create more specific and active communication links between students,  
1172 parents, teachers, and administrators. We will continue to actively encourage parent volunteerism  
1173 by strategically planning activities and school projects that serve to engender a sense of ownership  
1174 and pride by parents and their students. Every parent has the ability to contribute something of  
1175 worth.  
1176

### 1177 **STUDENTS WITH SPECIAL NEEDS**

#### 1180 **English Language Learners**

1181 GHCHS complies with all federal, state, and judicial mandates for English Learners. Student  
1182 fluency is measured using the English Language Development Test (CELDT).  
1183

1184 Given the current school population, ten (10) percent of GHCHS students are classified as English  
1185 Language Learners. We provide ELL students with an exceptional education and transition them  
1186 into English proficiency as soon as possible, maintaining the support they need to show growth in  
1187 language development. We also recognize the importance of valuing students’ native languages,  
1188 and reinforce an appreciation for the cultures, customs, and languages of all its students through  
1189 the school’s core curriculum, enrichment programs, and life-skills curriculum.  
1190

1191 We are strongly committed to ensuring that all English Language Learners have adequate support  
1192 within school and at home in order to reach their highest potential. We strive to work with parents  
1193 in order to educate them regarding matters that affect their children both academically and socially  
1194 (done through ELAC). We believe in the triangulation model (school, parent, and student) and its  
1195 importance for the success of the student. As a result, we strive to achieve the following in  
1196 programs designed for all ELLs:  
1197

- 1198 • Academic proficiency in the English language  
1199 • Academic achievement in all subject areas  
1200 • Self-esteem and self-worth; pride in one’s language and culture  
1201

1202 We continue to research and work to develop ways to improve our existing program to better meet  
1203 these goals, with particular emphasis on Language Arts (including ELD and SDAIE). We hire  
1204 qualified faculty who have received CLAD (Cross-Cultural Language and Academic  
1205 Development), scaffolding techniques, performance based instruction, reciprocal teaching and

1206 other innovative practices to ensure that all students are provided with multiple avenues to access  
1207 the curriculum.

1208

1209 Upon enrollment, the School administers a home language survey. Students who enroll in  
1210 GHCHS as the first public school in California who list a language other than English on their  
1211 home language survey as the primary language spoken at home are administered the CELDT  
1212 within ten (10) days. Immersion in the classroom has been and will continue to be the preferred  
1213 model for mastering the English language. ELL students' English Language Development  
1214 progress is monitored by teachers and qualified staff; all ELL students take the CELDT at least  
1215 once a year to monitor their progress towards proficiency. Our goal has been and will continue to  
1216 be to transition ELL students into the regular program and have them reclassified as fluent English  
1217 proficient as soon as possible.

1218

1219 Students who enter GHCHS identified as ELL follow the **English-Language Development**  
1220 **Standards for California Public Schools**. Courses that meet the needs of ELD learners include  
1221 ESL 1AB, ESL 2AB, ESL 3, and ESL 4. ESL levels 1 and 2 receive language development  
1222 lessons in various modalities depending on the skill level of the students. TPR, realia, modeling,  
1223 multi-step directions, oral responses, and all appropriate accommodations to build accuracy are  
1224 used by highly qualified teachers to help students develop language proficiency for academic  
1225 success. ESL 3 and 4 meet the state standards for ninth grade English. Since ESL 3 and 4 are  
1226 equivalent to English 9AB, we use the same multiple assessments along with common  
1227 benchmarks to assess the language learners as our native speaker population. Students who come  
1228 in at 9<sup>th</sup> grade and test as ELL beginners have about one to two years based on their ability to  
1229 acquire another language and be in an ELL 3/4 program to receive credits for 9<sup>th</sup> grade English  
1230 equivalency. Once students enter level 3, they receive individual counseling by an EL  
1231 counselor/coordinator and are informed of the high expectations of the school and access provided  
1232 to the same curriculum as their ELA counterparts. They are also informed that the culminating  
1233 assessment will be the same as their peers in the English classes. Once support structures for  
1234 individualized tutoring are in place and high expectations are set, students understand their  
1235 commitment and responsibility to be successful.

1236

1237 The "Edge" series published by National Geographic is used as the basic text for language  
1238 development through thematic readings. Fiction and non-fictional texts are used to build language  
1239 skills. Gradually, students transition into reading short stories found in the state approved ELA  
1240 Holt series. They read challenging stories such as the "The Most Dangerous Game," "Scarlet  
1241 Ibis," and "The Necklace" in their original form, study poetry and read Shakespearean plays. They  
1242 receive ample scaffolding for all their lessons and learn to write analytically. GHCHS ELA  
1243 teachers have developed a writing program that helps all students to understand the fundamentals  
1244 of writing and creates a scope for those students who have the ability to advance. By the end of the  
1245 two-semester block class, students write the culminating essay along with their native speaking  
1246 peers and perform at a proficient level. Much of the success is attributed to high expectations,  
1247 teacher training, building esteem, keeping parents involved, and providing intervention in early  
1248 stages. The students are also programmed into mainstreamed English content courses such as:  
1249 English 9, World History, Health, Geography, Environmental Science, and Biology. A new  
1250 course, American Culture through Television has been added to give students a cultural  
1251 understanding and help them acclimate. ELL students also have access to enrichment  
1252 opportunities outside of the traditional school day.

1253

1254 All parents and guardians of students classified as English Language Learners receive notification  
1255 in writing. The school translates materials as needed to ensure that parents/guardians of ELL

1256 students understand all communications and are involved in all processes related to the English  
1257 language development of their student. The school continues to employ new methods and  
1258 techniques in order to more efficiently meet the needs of parents in need of translation.  
1259

### 1260 **Gifted and Talented Students**

1261 We believe that all students are entitled to receive a content rich, academically rigorous  
1262 educational experience that prepares them for a multitude of post secondary possibilities. With  
1263 almost 30 percent of our current student body identified gifted and talented, we are committed to  
1264 meeting the needs of this special needs population. Over 60 sections of honors classes and  
1265 Advanced Placement course offerings are available to students beginning in grade 9. In addition,  
1266 gifted and talented students have access to additional specialized programs like the  
1267 GHCHS/CSUN Magnet, the School for Advanced Studies, and our Humanitas/New Media  
1268 classes, all exemplary models of heterogeneous grouping. Gifted and talented students are  
1269 clustered in their academic classes, and enjoy the benefits of attending a comprehensive high  
1270 school with a full complement of extra-curricular activities. All teachers of honors and Advanced  
1271 Placement courses are required to complete on-going training in the subject area and differentiated  
1272 instruction. Our AP teachers have been certified by the College Board.  
1273

1274 Through our outreach to colleges and universities, we have provided greater possibilities for all  
1275 students, including our gifted and talented students. We believe that successful college and  
1276 university applicants are exposed to university like experiences while in high school. In addition to  
1277 honors and Advanced Placement opportunities, we believe, as do more universities (as evidenced  
1278 in the application process), that high school students must be exposed to significant research  
1279 opportunities prior to college, either on our campus or at a university through our current or future  
1280 partnerships. Throughout the past year, GHCHS has been able to provide students with  
1281 community college classes, held by Pierce College and Mission College on our campus after  
1282 school hours. GHCHS will continue to work with the Academic Outreach Program from Pierce  
1283 College to provide these classes for our students along with the enrichment opportunities during  
1284 the summer.  
1285

### 1286 1287 **SPECIAL EDUCATION STUDENTS** 1288

1289 Prior to Los Angeles Unified School District (“LAUSD or the District”) Governing Board  
1290 approval, Granada Hills Charter High School will either execute a Memorandum of  
1291 Understanding (“MOU”) by and between LAUSD and Granada Hills Charter High School  
1292 regarding the provision and funding of special education services consistent with the requirements  
1293 of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or  
1294 provide approved legal verification of membership in another state-approved SELPA with  
1295 agreement to adhere to the LAUSD’s MCD requirements.  
1296

1297 All charter schools chartered by the LAUSD Governing Board are bound by and must adhere to  
1298 the terms and conditions and requirements of the Chanda Smith Modified Consent Decree  
1299 (“MCD”) and other court orders imposed upon LAUSD pertaining to special education. The MCD  
1300 is a consent decree entered in a federal court class action lawsuit initially brought on behalf of  
1301 students with disabilities in LAUSD. It is an agreement of the parties approved by the federal  
1302 court and monitored by a court appointed independent monitor. The MCD includes eighteen  
1303 statically measureable outcomes and facilities obligations that the LAUSD has to achieve to  
1304 disengage from the MCD and federal court oversight. All charter schools are required to use the  
1305 LAUSD’s Special Education Policies and Procedures Manual and Welligent, the District-wide

1306 web-based software system used for online IEP's and tracking of related services provided to  
1307 students during the course of their education.

1308

1309 As part of fulfilling the District's obligations under the MCD, data requests from charter schools  
1310 that are not connected to the District's current Student Information Systems ("SIS") are made on a  
1311 regular basis. The requested data must be submitted in the Office of the Independent Monitor's  
1312 required format and are as follows:

1313

1314 • The Independent Charter School Suspension/Expulsion Report, due monthly throughout  
1315 the school year

1316 • Paper SESAC Report and Welligent Student Listing Verification due monthly throughout  
1317 the school year

1318 • CBEDS, which is due at the end of October of each school year

1319 • All students enrolled December 1<sup>st</sup> of each school year, due at the end of December every  
1320 school year

1321 • Graduation status of 12<sup>th</sup> grade students enrolled on December 1, due at the end of June  
1322 every school year

1323

1324 The District is currently in the process of developing an Integrated Student Information System  
1325 ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the  
1326 District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is  
1327 developed.

1328

## ELEMENT 2 MEASURABLE STUDENT OUTCOMES

*The measurable student outcomes identified for use by the charter school.  
“Student outcomes,” for purpose of this part, means the extent to which all students  
of the school demonstrate that they have attained the skills, knowledge,  
and attitudes specified as goals in the school’s educational program.  
California Education Code Section 47605 (b) (5) (B)*

1329  
1330 As our overall outcome objective, GHCHS intends for its students to meet or exceed achievement  
1331 levels of similar populations of students. In accordance with the ESLRs, every student who  
1332 graduates from GHCHS will be an effective communicator, an information manager, a problem  
1333 solver, a productive member of society and a lifelong learner.  
1334

### **Standards Based Curriculum**

1335  
1336 A standards-based curriculum is one that provides for each essential subject area the specific  
1337 content to be known and understood and the specific skills to be acquired. The California State  
1338 Board of Education and State Superintendent of Instruction have adopted standards-based  
1339 curricula for the subject areas of Language Arts, Mathematics, Science, Social Studies, Visual and  
1340 Performing Arts, Health, and Physical Education. World Languages and Cultures standards are in  
1341 draft form and should be adopted by the California State Board of Education either in November  
1342 2008 or January 2009. GHCHS will use these California standards as the center of its academic  
1343 programming.  
1344

### **Goals for the Demonstration of Skills, Knowledge, and Attitudes**

1345  
1346 GHCHS shall meet all statewide standards and conduct student assessments required pursuant to  
1347 Section 60605 of the California Education Code and any other statewide standards authorized in  
1348 statute or student assessments applicable to students in non-charter schools. GHCHS shall strive to  
1349 meet its API growth targets and AYP under the NCLB. Courses will meet “A-G” requirements of  
1350 the University of California and the California State University, and meet accreditation standards  
1351 as established by the Governing Board of the Western Association of Schools and Colleges.\*  
1352

### **Applied Technical Arts**

1353  
1354 Students will understand the critical significance and impact of  
1355 technology on educational and career aspects of life; demonstrate  
1356 the ability and skills necessary to utilize technology, take advantage  
1357 of the almost infinite resources available to enhance their current  
1358 and future quality of life; and learn to recognize the relationship  
1359 between the Technical Arts, Career Technical Education (CTE) and  
1360 society. Students may meet standards in applied technical arts by  
1361 taking the following classes: Robotics, Yearbook, Computer  
1362 Applications, Web Design, Digital Imaging, Cartooning and  
1363 Animation. The following classes are also offered at GHCHS and  
1364 meet or exceed the States CTE Model Curriculum Standards, and  
1365 may be accepted for CSU and UC elective credit according to  
1366 SB1543 starting July 08. These courses include Construction  
1367 Trades, Automotive Technology, Retail Marketing and Duplicating  
1368 Technology, and Culinary Arts. It is our goal to expand our

1369		Technical Arts and CTE course offerings at GHCHS as facilities
1370		permit, to meet the needs of students in the 21 <sup>st</sup> century.
1371		
1372		
1373	English Language Devel.	Achieve the following in programs designed for all English
1374		Language Learners:
1375		
1376		<ul style="list-style-type: none"> <li>• Academic proficiency in the English Language</li> </ul>
1377		<ul style="list-style-type: none"> <li>• Academic achievement in all subject areas</li> </ul>
1378		<ul style="list-style-type: none"> <li>• Self-esteem and self-worth; pride in one’s language and</li> </ul>
1379		culture
1380		
1381		GHCHS will research and develop ways to improve our existing
1382		programs to better meet these goals, with particular emphasis on
1383		Language Arts (including ELD and SDAIE). Demonstration of
1384		proficiency in all areas of communication in English including
1385		listening, oral communications, reading and writing will be
1386		expected. GHCHS will follow English-Language Development
1387		Standards for California Public Schools that meet the needs of the
1388		ELD learners. ESL 1AB, 2AB, 3AB and 4AB will be offered. We
1389		have also added an ancillary course entitled <i>American Culture</i>
1390		<i>through Television</i> . ESL 3 and 4 will meet the state standards for
1391		grade nine English.
1392		
1393		
1394		
1395	English-Language Arts	Students will perform at a proficient level of reading, writing,
1396		speaking, and listening as guided by the California State Standards.
1397		They will analyze literature and expository texts using evidence as
1398		justification for interpretation and will practice using language and
1399		discussing ideas to become informed and effective citizens in
1400		society, in the workplace and in lifelong learning. Following the
1401		guidelines set by the <u>Modern Language Association</u> , students will
1402		use research questions to guide the research process and will
1403		document research accurately and professionally. Proficiency of
1404		standards may be met in the following classes:* English 9AB,
1405		English 10AB, American Literature/Contemporary Composition,
1406		12 <sup>th</sup> grade composition and elective classes. Certain classes will be
1407		offered with honors credit to meet the needs of the gifted and
1408		talented students. AP Literature and AP Language/Composition are
1409		also available. Additionally, we offer two specialized learning
1410		programs that are interdisciplinary in nature: Humanitas, a four-year
1411		program which integrates the VAPA and social studies departments,
1412		and secondly, the Global History of Ideas Program, a two-year
1413		program focused primarily on contextualized expository primary
1414		and secondary texts. At all grade levels student writing proficiency
1415		is measured by department-wide assessments and graded
1416		collaboratively by the department. For our students having difficulty
1417		meeting proficiency standards in our course work, we provide



1418 tutoring, Saturday school and/or intervention in summer school. All  
1419 incoming 9<sup>th</sup> grade students are assessed for reading comprehension  
1420 and writing skills. We offer other English elective such as Drama  
1421 AB, Humanities AB, Speech AB, Journalism 1AB, 2AB and 3AB,  
1422 and Filmmaking AB.

1423

1424

1425

1426 Kinesiology and Physical

1427 Education

1428

1429

1430

1431

1432

1433

1434

1435

1436

1437

1438

1439 Mathematics

1440

1441

1442

1443

1444

1445

1446

1447

1448

1449

1450

1451

1452

1453

1454

1455

1456

1457 Science

1458

1459

1460

1461

1462

1463

1464

1465

1466

1467

Physical Education is an integral part of the education program for all students. The curriculum provides sequential development to help the students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. The student should demonstrate knowledge of kinesiology through the performance of exercises, written examinations and observations by the instructor. The standards addressed in 9th and 10th grades are aligned to those addressed on the California Physical Fitness Gram.

Express, interpret and use mathematical concepts to construct valid arguments and solve real-world problems; demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. Class\* offerings include Algebra AB, Geometry AB, Algebra II AB, Trigonometry, Honors Algebra II/Trigonometry, Math Analysis, AP Calculus A, B and C, and AP Statistics. Students who are not proficient in Algebra AB, Geometry AB or Algebra II AB will be enrolled in math workshops and/or a math course designed to remediate students to successfully understand California State Standards. Students who have not passed the California High School Exit Exam (CAHSEE) mathematics section will be required to participate in math workshops and/or a math course designed to prepare students to successfully pass the exam. Algebra 1, Algebra 2, and Geometry (in this sequence) are required courses for graduation beginning with the class of 2012.

Understand and demonstrate through application the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; use technology for information retrieval, data acquisition and analysis, and communications; demonstrate mastery of research skills and scientific writing. Proficiency of science standards may be met in the following courses:\* Earth Science AB, Marine Biology AB, Science 9AB, Biology AB, Chemistry AB, and Physics AB. Honors and Advanced Placement courses will be offered to meet the needs of the gifted and talented students in the areas of Biology,

1468		Chemistry, Physics, and Environmental Science. In addition, the
1469		following science electives will be offered: Physiology AB, and
1470		Astronomy AB.
1471		
1472		
1473	Social Science	Understand the following universal concepts by using a variety of
1474		sources; the recognition of the dignity of the individual and the
1475		importance of ethical issues in the context of societies; the
1476		understanding of religion, philosophy, and other major belief
1477		systems as they relate to culture as well as to human and
1478		environmental interaction; the analysis of patterns of global change;
1479		applying basic economic and political concepts; knowledge of the
1480		role minorities, immigrants, and women have played in society; the
1481		understanding of the basic principles of democracy and the origins
1482		of basic constitutional concepts; the development of political
1483		systems across time; the knowledge of the globalization of national
1484		affairs; and the use of time and chronology in the analysis of cause
1485		and effect. Social Science standards may be met through the
1486		following courses*: Modern World History AB, US History: 21 <sup>st</sup>
1487		Century AB, Government, Economics. In addition to the
1488		aforementioned, Honors and Advanced Placement courses will be
1489		offered in the areas of Psychology, U.S. History, Government,
1490		Economics, World History, European History and Geography.
1491		
1492		
1493	Special Education	Achieve goals and objectives designed specifically to address his or
1494		her academic, vocational, and social-emotional strengths and needs.
1495		Multiple methods for assessing student growth and understanding
1496		will be employed in order to provide continuous feedback for all
1497		individuals supporting the student (i.e. parents, teachers, designated
1498		instructional service providers, etc.) Students will access the general
1499		education curriculum in all subject areas, with accommodations and
1500		modifications appropriate to each student's needs pursuant to an
1501		Individualized Education Plan (IEP) in the Least Restrictive
1502		Environment. Students will demonstrate proficiency as defined in
1503		their IEP in core curriculum subject matter through a variety of
1504		assessment methods. Consultation and collaboration between
1505		general and special education teachers will ensure full access to the
1506		general education curriculum for all students with exceptional needs.
1507		GHCHS will continue federal and state mandated education
1508		services. [Students that meet all course requirements who cannot
1509		pass the CASHEE may earn a Certificate of Completion. Students
1510		needing a modified curriculum as determined in their IEP will be
1511		able to access the key standards-based competencies with the goal of
1512		earning a diploma or Certificate of Completion. Students who do not
1513		pass CAHSEE prior to their high school graduation will receive
1514		support up to two years past their senior year. Students with IEPs
1515		will be provided support by the Transition Counselor as well as
1516		hands-on experiences through work experience and/or ROP.]
1517		

1518 Visual/Performing Arts Make critical, informed judgments about the arts and aesthetics;  
1519 recognize the relationship between the arts and society and the  
1520 connection to one’s own culture; to have the ability and opportunity  
1521 to demonstrate one’s own creativity utilizing any medium. Courses\*  
1522 offered to meet standards will be Art History and Analysis AB,  
1523 Ceramics AB, Drawing AB, Design Craft AB, Painting AB,  
1524 Cartooning and Animation AB, American Images AB, AP Drawing  
1525 AB, AP Art History, AP Studio Art AB, Digital Imaging AB, Choir  
1526 AB, Chorus AB, Vocal Ensemble AB, Jazz Ensemble AB,  
1527 Advanced Band AB, Instruments AB, Keyboards AB, AP Music  
1528 Theory, Music History, Music Technology AB, Theatre Arts  
1529 Workshop/Dance Choreography Production and Play Production.  
1530

1531 World/Heritage Language  
1532 Use a world language to communicate effectively and appropriately  
1533 in listening/viewing, speaking/signing, reading and writing; to  
1534 understand the cultures of the peoples who use the target language;  
1535 to understand the value of the target language in our own society.  
1536 Languages currently offered include the equivalent of three or more  
1537 years in the following: American Sign Language, French, German,  
1538 Italian, Korean, Korean for Korean Speakers, Mandarin, Mandarin  
1539 for Mandarin, Speakers, Spanish and Spanish for Spanish Speakers.  
1540 GHCHS will continue to offer Honors and Advanced Placement  
1541 classes in world languages and cultures to heterogeneously grouped  
1542 students. We hope to offer Arabic, Armenian and other less  
1543 commonly taught foreign and heritage languages in the near future.  
1544

1545 \*Course lists are not exclusive and may change as determined by the Governing Board.  
1546

1547 **When and How Student Outcomes Will Be Assessed**

1548 Students will be regularly assessed in their mastery of the above skills, knowledge and attitudes  
1549 through means such as observation of their activities and their production of meaningful work,  
1550 classroom examination, state-mandated tests, and/or other assessment tools that may be deemed  
1551 appropriate by GHCHS.  
1552

1553 **Promotional Standards**

1554 Mastery of the standards for each course will be the basis for promotion. Teachers assess a  
1555 student’s progress on a quarterly basis or greater in order to gauge whether the student is  
1556 mastering the objectives and standards throughout the year. The program design of GHCHS is to  
1557 ensure that all students succeed. Extended day programs provide teachers with the time needed to  
1558 do remediation work when necessary. Students who are in jeopardy of retention are individually  
1559 counseled and given extra help in their specific areas of concern. Students who continue to  
1560 struggle are provided with tutoring from outside sources. This includes tutoring rooms set up with  
1561 certificated staff both before and after school at scheduled times. Tutoring services are available  
1562 in the library after school Monday through Thursday, and extra help is available through  
1563 additional instruction on Saturday mornings.  
1564

1565 **Retention**

1566 Students who do not meet the performance standards for advancement to the next grade or course  
1567 are retained in their current grade in accordance with their applicable promotional academic

1568 credits. These students are identified earlier in the academic year and are supported by a Student  
1569 Success Team. Parents of students who have been retained are contacted by a counselor who  
1570 requests a meeting to discuss the student's substandard progress and determine some strategies  
1571 that may promote greater success for the student. Strategies may include greater monitoring of  
1572 student effort and could lead to a referral for individual assessment, possibly bringing about  
1573 designated accommodations. Students who have been retained who continue to perform poorly  
1574 will be referred for an individual assessment in accordance with the procedures detailed for  
1575 Special Education after the procedures set forth above have been implemented unless assessment  
1576 is otherwise required by law.  
1577

1578 **Graduation Requirements and Course Sequences**

1579 All students must accumulate a minimum of 230 credits in grades nine through twelve and meet  
 1580 proficiency standards as determined by the State of California to graduate with a diploma.  
 1581 Students must take the following required coursework:

1583	English	40 credits
1584	College Preparatory Math*	20 credits
1585	Laboratory Science	
1586	Biological Science AB	10 credits
1587	Physical Science AB	10 credits
1588	Social Science	
1589	World History AB**	10 credits
1590	United States History AB	10 credits
1591	Economics	5 credits
1592	Principles of American Democracy	5 credits
1593	Visual Performing Arts AB	10 credits (annualized sequence)
1594	World Languages and Cultures AB***	10 credits
1595		
1596	Local Option (Geography), other GHCHS approved course	10 credits
1597	Physical Education	20 credits
1598	<u>Electives</u>	<u>70 credits</u>
1599	TOTAL	230 credits

1600  
 1601 \*Minimum of 20 credits which include Algebra 2, and Geometry. 30 credits required for students  
 1602 starting Algebra 1 in the 9<sup>th</sup> grade, meeting UC/CSU “C” admission requirement.  
 1603 \*\*AP European History AB may be substituted for World History AB.  
 1604 \*\*\*Minimum of 10 credits if a year has been passed in middle school or 20 credits if starting first  
 1605 year level in the 9<sup>th</sup> grade. Two consecutive years of the same language, or one year of a heritage  
 1606 language, need to be passed, meeting UC/CSU “E” admission requirement.

1607  
 1608 Students must complete the Summer Transition Academy Program and participate in all  
 1609 standardized testing. Beginning with the Class of 2012, students must take coursework designed to  
 1610 meet CSU/UC admission requirements as part of their diploma requirements: (A-G subject  
 1611 requirements).

1612  
 1613 Credit may only be earned in classes not previously passed. Credit is not given if classes are taken  
 1614 to raise a grade from a “D” or above. Repeat classes do not replace previously earned grades;  
 1615 therefore, all grades are averaged for determination of GPA. Students taking honors and  
 1616 Advanced Placement courses will earn extra grade points as determined by the GHCHS  
 1617 Governing Board. A maximum of ten (10) credits may be earned for School Service toward  
 1618 graduation. Students are to be enrolled in no more than one school service course per semester.  
 1619 Grade promotion will be determined by credits earned and proficiency of grade level English  
 1620 courses as follows:

1622	9 <sup>th</sup> to 10 <sup>th</sup> Grade-	55 credits and passed English 9AB
1623	10 <sup>th</sup> to 11 <sup>th</sup> Grade-	110 credits and passed English 10AB
1624	11 <sup>th</sup> to 12 <sup>th</sup> Grade-	170 credits and passed American Literature/Contemporary Comp
1625	Graduate-	230 credits

1626 *Graduation requirements may change as determined by the GHCHS Governing Board.*

1627 **Notification and Transferability**

1628 GHCHS currently offers A-G course requirements for UC and CSU and is accredited by the  
 1629 Western Association of Schools and Colleges. As a charter school, GHCHS will maintain  
 1630 accreditation from WASC and the California Charter Schools Association and offer courses that  
 1631 meet the A-G university requirements. GHCHS will work with the UC staff to establish a course  
 1632 list for GHCHS and apply to the UC Board on Admissions and Relations with Schools Committee  
 1633 for new course approval. Courses offered through Independent Study are UC-approved.  
 1634

1635 All parents and students will be notified that GHCHS is WASC accredited and offers A-G  
 1636 College requirements in the following ways: summer mailing, school brochures, Articulation  
 1637 Night, 9<sup>th</sup> grade and new student orientations, grade level meetings, parent organization meetings,  
 1638 college awareness meetings and our monthly newsletter to the community, *The Sounds of the*  
 1639 *Highlands*. This information will also be disseminated at our annual AP Night and during the  
 1640 Summer Transition Academy.  
 1641

1642 **Course of Study**

1643 Students will be encouraged to take the following classes during their high school years.  
 1644

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Summer Transition Academy (2 or 4 weeks prior to 9th grade) Mandatory			
English 9AB	English 10AB	Am. Lit/Comp	Senior English
Other GHCHS approved course (Geography) or	World History AB	U.S. History AB	Government/ Economics
College. Prep Math	College. Prep Math	College. Prep Math	Elective
Science – Earth Science or Honors Biology	College. Prep Science – Biology or H Chemistry	College. Prep. Science – Chemistry or Physics	Elective
World Language	World Language	World Language	Elective
Physical Ed	Physical Ed	Visual/Performing Art	Elective
<b>60 Credits</b>	<b>60 Credits</b>	<b>60 Credits</b>	<b>60 Credits</b>

1645 Requirements for Graduation (230 credits): 40 Credits of English; 20-30 credits of College  
 1646 preparatory Math (through Algebra 2); 20 Credits of Lab Science (10 credits of Life Science and  
 1647 10 credits of Physical Science); 30 credits of PE; 10 credits of Visual/Performing Art; 10-20  
 1648 credits of World Language (or the equivalent of two years); 5 credits of Health; 5 credits of Local  
 1649 Option (Life Skills, Geography, or New Media for Humanitas students); elective credits to equal  
 1650 230 credits. Passage of ELA and Math sections of the CAHSEE and attendance at the Summer  
 1651 Transition Academy.  
 1652

1653  
 1654 GHCHS has established and maintains a program known as the School for Advanced Studies  
 1655 (SAS) which was established at GHCHS by the LAUSD prior to the charter conversion in 2003.  
 1656 Students who are state identified as gifted are in this program and are actively encouraged to select  
 1657 a challenging schedule, including honors, advanced placement, and community college classes.

1658 **Attendance Requirements**

1659 GHCHS will comply with Education Code Section 47612.5 in regard to the required number of  
1660 minutes of instruction. GHCHS will explore innovative scheduling and calendars. Attendance is  
1661 required of all students during school hours. GHCHS will not accrue attendance credit for any  
1662 student who is absent from school.

1663

1664 **Selection of Curriculum, Materials, and Instructional Activities**

1665 Curriculum, materials and instructional activities are to be selected by instructors, departments and  
1666 GHCHS curricular teams in accordance with state standards and state frameworks. If there is an  
1667 issue of substantial concern, the issue may be brought before the Governing Board for review.

1668

1669 **Accountability**

1670 All stakeholders in the GHCHS community are responsible for providing the opportunity and  
1671 environment conducive to student achievement. The GHCHS Governing Board will be  
1672 accountable for monitoring and assessing student progress and continued evaluation of ways in  
1673 which progress may be improved. Students and parents are ultimately responsible for achievement  
1674 of the above-entitled goals.

## **ELEMENT 3 METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED**

*The method by which student progress in meeting those student outcomes is to be measured.  
California Education Code Section 47605 (b) (5) (C)*

1675

1676

### **OUR UNDERLYING BELIEFS REGARDING STUDENT ASSESSMENT**

1677

1678

1679

1680

1681

We believe assessment of student progress is an extremely valuable tool for teacher growth and schoolwide improvement. We believe in an assessment process that calls for teacher collaboration, fosters teacher communication and learning from one another, and provides students with an opportunity to monitor their development.

1682

1683

1684

1685

1686

1687

We believe an assessment offers a snap-shot of student performance at a given moment in time. We also believe that students are able to demonstrate their knowledge in a variety of ways. Therefore, it is imperative that we develop multiple measures to reflect multiple intelligences and that we assess periodically with tests like the UCLA "California Mathematics Diagnostic Testing Project" or MDTP diagnostic exam to create a more accurate profile of student performance.

1688

1689

#### **Forms of Assessment**

1690

1691

1692

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

1693

#### **Standardized Tests**

1694

1695

1696

1697

The California Standards Tests, CELDT, Physical Fitness Test, and the CAHSEE are administered during the year. The PSAT is also administered to 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders annually at no charge. GHCHS also serves as a College Board testing site for SAT I & II exams.

1698

#### **Performance Assignments**

1699

1700

1701

1702

1703

1704

1705

Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. We have developed school wide performance assignments in the form of the grades 9-12 research strand that culminates with the 12th grade senior project to address progress of our ESLRs. Departments, through their benchmark and core assignments, will continue to develop performance assignments.

1706

#### **Rubrics**

1707

1708

1709

1710

Rubrics are utilized to evaluate student work. Rubrics may be tailored to a particular classroom assignment, may be department wide for a benchmark or core assignment, or schoolwide involving all teachers and students.

1711

#### **Assessment Schedule**

1712

1713

1714

A schoolwide assessment schedule is being developed by the Curriculum and Instruction Standing Committee. Individual teachers and departments have developed a system for assessing students that closely aligns with their instructional goals and the California State Standards. Ongoing,



1715 periodic assessment is an integral part of the teaching/learning process. Assessment of student  
1716 progress will take place at the end of units of study, after individual lessons, and periodically when  
1717 students have had opportunities to internalize new concepts.

1718

### 1719 **Collaborative Scoring**

1720 At GHCHS, teachers are problem solvers and collaborators, just as students are. Throughout the  
1721 year, teachers will meet to score student work. We aim to develop a school culture that focuses on  
1722 powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their  
1723 teaching and improve their practices. As teachers assess student work, they will identify  
1724 instructional practices that are effective for students, set goals for their teaching, and share  
1725 successful lessons, strategies, and classroom practices.

1726

1727 To ensure that all statewide performance standards are met and to ensure continual evidence of  
1728 pupil learning, GHCHS shall conduct testing pursuant to Education Code Section 47605(c) as well  
1729 as its own assessment and evaluation process as they apply to the individual and our own school  
1730 performance. Grading will be by criteria currently in place with emphasis for developing a  
1731 common grading policy in each department. Students will be assessed in each of the core  
1732 academic skill areas by a combination of assessment tools that may include, but are not limited to,  
1733 the following:

1734

### 1735 **OUTCOMES:**

#### 1736 1. Standards-based Skills (California State Content Standards)

1737

##### Assessments:

1738

- California High School Exit Exam (CAHSEE)

1739

- California Standards Test

1740

- Teacher Evaluation and Assessment

1741

#### 1741 2. Additional Performance Indicators

1742

- A-G completion requirements (UC/CSU)

1743

- Armed Services Vocational Aptitude Battery (ASVAB)

1744

- California English Language Development Test (CELDT)

1745

- APRENDA

1746

- Career Profiler

1747

- College Board Advanced Placement Exams

1748

- Physical Fitness Test Fitness Gram (PFT)

1749

- Kaufman Test of Educational Achievement (KTEA)

1750

- Placement Exams (Subject A, Entry Level Mathematics (ELM) and English Placement Test (EPT) or similar community College data)

1751

- Preliminary Scholastic Achievement Test (PSAT)

1752

- Preparation for Post Secondary Options

1753

- SAT, SAT II

1754

- Secretary's Commission on Achieving Necessary Skills

1755

- Woodcock-Johnson

1756

1757  
1758  
1759  
1760  
1761  
1762  
1763  
1764  
1765  
1766  
1767  
1768  
1769  
1770  
1771  
1772  
1773  
1774  
1775  
1776  
1777  
1778  
1779  
1780  
1781  
1782  
1783  
1784  
1785  
1786  
1787  
1788

3. Expected Schoolwide Learning Results (ESLRs)

- An Effective Communicator able to read, write, converse and listen for a variety of purposes;
- An Information Manager able to locate, access, organize, evaluate, and apply information in a complex and technological world;
- A Problem Solver able to apply a variety of thinking, creative and computing skills to produce solutions to practical and theoretical problems;
- A Productive Member of Society able to demonstrate healthy, responsible behavior and work collaboratively and respectfully in a linguistically and culturally diverse community;
- A Lifelong Learner able to set educational and career goals, develop a realistic strategy to achieve those goals and apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

4. Formative Assessments:

- Standards Based Assignments:  
*(Grade Level/Subject Matter Designed Core and Benchmark Assignments)*
- EdTechProfile Computer Literacy Competency
- Senior Project
- Student Self Assessments
- Schoolwide/Teacher/Department Standards-based Assessments based upon clearly specified criteria
- Longitudinal/survey and other data Collected to evaluate pupil progress
- Voluntary community service through clubs and/or organizations

**Testing**

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the charter school.

## ELEMENT 4 GOVERNANCE

*The Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.  
California Education Code Section 47605 (b) (5) (D)*

1789  
1790 Granada Hills Charter High School shall be an unincorporated independent public agency acting  
1791 as a separate legal entity. GHCHS shall be accountable to its chartering agency for its outcomes in  
1792 accordance with the California State Charter Schools Act.  
1793 GHCHS will comply with the Brown Act.

1794  
1795 Members of the GHCHS executive board, any administrators, managers or employees, and any  
1796 other committees of the School shall comply with applicable federal and state laws, nonprofit  
1797 integrity standards and LAUSD Board-adopted Charter School policies and regulations regarding  
1798 ethics and conflicts of interest.

1799  
1800 GHCHS and/or its non-profit corporation will be solely responsible for the debts and obligations  
1801 of the charter school.

### 1802 1803 **Revocation**

1804 In accordance with Education Code Section 47607, the LAUSD may revoke the GHCHS charter  
1805 on any of the following grounds:

- 1806
- 1807 • GHCHS commits a material violation of any of the conditions, standards, and procedures set  
1808 forth in the charter.
  - 1809 • GHCHS fails to meet or pursue any of the pupil outcomes identified in the charter.
  - 1810 • GHCHS fails to meet generally accepted accounting principles, or engages in fiscal  
1811 mismanagement.
  - 1812 • GHCHS violates any provisions of law.

1813  
1814 Prior to revocation and in accordance with Cal. Educ. Code §47607(d), the LAUSD will notify  
1815 GHCHS in writing of the specific violation. The LAUSD will give GHCHS a reasonable  
1816 opportunity to remedy the violation.

1817  
1818 In accordance with Education Code Section 47607, the LAUSD shall retain the right to revoke the  
1819 charter immediately if the District Board finds in writing that GHCHS is engaging in or has  
1820 engaged in activities that constitute a severe and imminent threat to the health and safety of the  
1821 students.

1822  
1823 Dispute resolution procedures are inapplicable to revocation proceedings.

### 1824 1825 **Term**

1826 The duration of the charter will be five years from the date of approval.

1827  
1828  
1829  
1830

1831 **Renewal**  
1832 Renewal of the charter shall be in accordance with the standards set forth in Education Code  
1833 Section 47605. GHCHS must submit a petition for renewal by January 31 of the year the charter is  
1834 scheduled to expire.  
1835

1836 **Severability**  
1837 The terms of this charter contract are severable. In the event that any of the provisions are  
1838 determined to be unenforceable or invalid under the provisions of California State Charter Schools  
1839 Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in  
1840 effect, unless mutually agreed otherwise by LAUSD and the Governing Board of GHCHS. The  
1841 District and school agree to meet to discuss and resolve any issues or differences relating to  
1842 invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution  
1843 procedures set forth in the charter.  
1844

1845 **Indemnification**  
1846 To the fullest extent permitted by law GHCHS does hereby agree, at its own expense, to  
1847 indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,  
1848 officers, directors, agents, representatives, employees, and volunteers from and against any and all  
1849 claims, damages, losses and expenses including but not limited to attorney's fees, brought by any  
1850 person or entity whatsoever, arising out of, or relating to this charter agreement, except for any  
1851 such claims, damages, losses and expenses including but not limited to attorney's fees, which  
1852 result from the actions or omission of actions of LAUSD. GHCHS further agrees to the fullest  
1853 extent permitted by law at its own expense, to indemnify, defend, and hold harmless the LAUSD  
1854 and the Board of Education and their members, officers, directors, agents, representatives,  
1855 employees and volunteers from and against any and all claims, damages, losses and expenses  
1856 including but not limited to attorney's fees, brought by any person or entity whatsoever for claims,  
1857 damages, losses and expenses arising from or relating to acts or omission of acts committed by the  
1858 GHCHS, and their officers, directors, employees or volunteers, except for any such claims,  
1859 damages, losses and expenses including but not limited to attorney's fees, which result from the  
1860 actions or omission of actions of LAUSD. Moreover, GHCHS agrees to indemnify and hold  
1861 harmless the District for any contractual liability resulting from third party contracts between  
1862 GHCHS and GHCHS vendors, contractors, partners or sponsors.  
1863  
1864

## 1865 **GRANADA HILLS CHARTER HIGH SCHOOL GOVERNING BOARD**

1866

1867 The mandate of the Governing Board and stakeholders of GHCHS is to promote the guiding  
1868 mission of GHCHS as articulated in this Charter. In order to do so the Governing Board is  
1869 empowered to operate as the decision-making body in regard to school-wide policies. The  
1870 governing structure is designed to foster participation by all stakeholders, and assure the  
1871 effectiveness of local school control and accountability. As such, the Governing Board will exist  
1872 to affirm or reject policy recommendations made by the standing or ad hoc committees established  
1873 by the Governing Board, and to evaluate the Executive Director. As part of the school's mission, it  
1874 is vital that pupils witness and participate in the school's collaborative process of policy  
1875 development and decision making.  
1876

1877 School-wide policies under the purview of the Governing Board include, but are not limited to the  
1878 following:

- 1879 • Strategic planning

- 1880 • Annual budget development and approval
- 1881 • Fiscal oversight
- 1882 • Selection, evaluation, and when necessary, termination of administrators and managers
- 1883 • Oversight in the hiring, evaluation, and when necessary termination of members of the
- 1884 faculty and staff
- 1885 • School calendar
- 1886 • Admission requirements
- 1887 • Oversight of curricular and extra-curricular programs
- 1888 • Community service programs
- 1889 • Graduation requirements
- 1890 • School facilities and safety
- 1891 • Pupil behavior and performance, including but not limited to academic achievement and
- 1892 mitigation, attendance, dress and decorum, maintenance of a clean campus, open-campus
- 1893 and other privileges, participation in extra-curricular activities and discipline proceedings.
- 1894 • School-Community relations
- 1895 • Establish ad hoc hiring committee composed of a variety of stakeholder representatives,
- 1896 depending on the position

1897

1898 **Composition of the Governing Board**

1899 The Governing Board shall consist of nine (9) voting members:

- 1900 • two (2) teachers
- 1901 • one (1) classified staff member
- 1902 • one (1) parent
- 1903 • one (1) administrator (other than the executive director)
- 1904 • one (1) retired GHCHS teacher
- 1905 • three (3) at large members

1906

1907 In addition, one (1) student member will sit on the Board in a non-voting capacity. Should the law  
 1908 change necessitating a change in Board composition, such change may be made by the GHCHS  
 1909 Governing Board following the recommendation of an ad hoc stakeholder committee established  
 1910 by the Governing Board. The composition of this committee would be similar to that of the  
 1911 standing committees. Such a change would not require District approval. The District shall be  
 1912 promptly notified of any such change.

1913

1914 For a policy or motion to be passed, a majority -- at least five members -- will need to approve.

1915

1916 **Qualifications**

1917 Teacher Elected Reps

- 1918 • Must be currently employed at GHCHS and, if applicable, a member of the
- 1919 respective bargaining unit at GHCHS.

1920

1921 Classified Rep

- 1922 • Must be currently employed at GHCHS.

1923

1924 Administrative Rep

- 1925 • Must be currently employed at GHCHS.

1926

1927 Parent Rep

- 1928 • Must be parent of a currently enrolled GHCHS student.

- 1929 • Must be non-interested (not an employee of GHCHS)
- 1930
- 1931 Retired Teacher Rep
- 1932 • Must be non-interested (not an employee of GHCHS)
- 1933 • Must have been employed at GHCHS since (and including) the 2002-2003 school year as a member of the UTLA bargaining unit and, in the future, worked at GHCHS within the most recent 10 years.
- 1934
- 1935
- 1936
- 1937 At Large Reps
- 1938 • Must be non-interested (not an employee of GHCHS)
- 1939 • Must meet one of the following criteria:
- 1940 • Community member with direct familiarity with GHCHS, its history and goals. (This may include former parents, students, employees)
- 1941
- 1942 • Former educators with direct familiarity with GHCHS, its history and goals
- 1943 • Expertise in fields such as law, banking, fundraising, business, etc., that are relevant to education
- 1944
- 1945 • (Persons serving as At Large members do not necessarily have to reside within the GHCHS attendance boundaries)
- 1946
- 1947

1948 **Selection**

1949

1950 *Of Teachers:*

- 1951 • Teacher board members will be elected by a simple majority vote of all teachers at GHCHS.
- 1952
- 1953 • Only permanent teachers may serve on the Board.
- 1954 • No teacher who currently serves as a department chair may be elected to a Governing Board seat.
- 1955
- 1956 • If applicable, no teacher who currently serves as the teacher bargaining unit representative may be elected to a Governing Board seat.
- 1957
- 1958 • No more than one member of each academic department may hold a board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Governing Board, the individual who receives the most votes will be selected.
- 1959
- 1960
- 1961 • A teacher who teaches in more than one department will be considered to represent the department for which he/she teaches the most hours.
- 1962
- 1963

1964 *Of Classified Staff:*

- 1965 • The classified staff board member will be elected by a simple majority vote of all classified staff.
- 1966
- 1967 • If applicable, no classified staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat.
- 1968
- 1969

1970 *Of Administrative Staff:*

- 1971 • Not counting the Executive Director, the administrative staff shall select a representative to serve on the board for a term of two years. No administrative staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat.
- 1972
- 1973
- 1974

1975 *Of Retired Teacher:*

1976 The four (4) elected Governing Board members shall appoint an Ad Hoc committee  
1977 composed of current GHCHS educators including the UTLA or, if applicable, other union  
1978 chapter chair and/or designee which shall be charged with the following:

- 1979
- 1980 • In September solicit nominations of qualified candidates, instruct interested nominees
- 1981 to submit a statement of candidacy (resume consisting of experience, qualifications,
- 1982 interest, and understanding of GHCHS, its history, goals, etc.) by October 1<sup>st</sup>.
- 1983 • In October the committee will meet to review candidate's statements, interview
- 1984 candidates and recommend to the Board the candidate(s) for further consideration.
- 1985 • In November recommended candidates will address the elected Board and respond to
- 1986 questions from those Board members. This shall be posted on the Board's agenda so
- 1987 that interested parties can comment to the Board on the proposed nominees.
- 1988 • In December the elected Board members will vote to select one of the qualified
- 1989 candidates to fill the seat for a 2 year term beginning in January of the next year.
- 1990 • Any retired teacher selected to serve on the Board can be removed for cause by a
- 1991 majority vote of the elected Board members.
- 1992 • In the event the Retired Teacher seat is unfilled the elected Board members shall
- 1993 appoint a person who qualifies as an At Large Rep to fill the seat until a retired teacher
- 1994 can be selected per the process outlined above. The Board appointment must be
- 1995 ratified by a majority vote of the current UTLA Bargaining Unit, if contract between
- 1996 GHCHS and UTLA still exists.

1997  
1998 *Of At Large Members*

- 1999 • Follow the guidelines set forth for the Retired Teacher position with the following
- 2000 exceptions
  - 2001 • Vacant seat appointments are not subject to ratification by the GHCHS-UTLA
  - 2002 Bargaining Unit or, if applicable, other bargaining unit.
  - 2003 • Ad Hoc committee shall be composed of no more than 5 members representing
  - 2004 the various stakeholder groups

2005  
2006 *Of Parent*

- 2007 • Follow the guidelines set forth for the Retired Teacher position with the following
- 2008 exception:
  - 2009 • Vacant seat appointments are not subject to ratification by the GHCHS-UTLA
  - 2010 Bargaining Unit, or if applicable, other bargaining unit.

2011 *Student (Non-voting rep)*

- 2012 • To be selected by the GHCHS Student Council and Advisor

2013  
2014

2015 **Board Member Terms**

- 2016 • Each Board member shall serve a term of two years.
- 2017
- 2018 • There are to be no term limits (number of consecutive times a member may run for re-
- 2019 election).
- 2020
- 2021 • Effective January 1, 2009, Governing Board terms will commence January 1st and end
- 2022 December 31st.

2023  
2024 **President of the Governing Board**

2025 Each year, the Board will elect a President by a simple majority vote of all Board Members. Any  
2026 member of the Board may be eligible for this position, regardless of which stakeholder group  
2027 he/she represents.

2028  
2029 The President may choose to resign the Presidency with a letter of resignation, in which case the  
2030 Governing Board will elect a new president for the remainder of that term.

2031  
2032 The President may be recalled from the Presidency by a 2/3 vote of the Governing Board. In this  
2033 case, the Governing Board will elect a new president for the remainder of that term.

2034  
2035 **Governing Board Meetings**  
2036 The Governing Board shall meet monthly or more often as needed. The Board will attempt to  
2037 achieve consensus in the determination of school-wide policy. When consensus cannot be  
2038 reached, decisions will be determined by vote, with the will of the majority prevailing.

2039  
2040 In order to foster a cooperative and collaborative relationship, facilitate communication, encourage  
2041 a meaningful articulation of ideas, and promote mutual understanding between GHCHS and non-  
2042 charter schools within LAUSD, LAUSD staff are encouraged to attend Governing Board  
2043 meetings.

2044  
2045 The GHCHS Governing Board will also solicit the participation of members of the community  
2046 who do not have a direct stake in or accountability for the school's educational mission and  
2047 outcomes as expressed in this charter. Members of the community may attend board meetings  
2048 consistent with open meeting requirements.

2049  
2050 All Governing Board meetings are open to the public. Meeting agendas and minutes will be made  
2051 available as required by law.

2052  
2053 During the term of this charter, GHCHS may explore the benefits of constituting itself as a  
2054 California Public Benefit Corporation pursuant to California law. Should such incorporation be  
2055 deemed advantageous to the fulfillment of the school's mission, GHCHS will be governed  
2056 pursuant to the bylaws adopted by the incorporators, which may subsequently be amended  
2057 pursuant to the amendment process specified in the bylaws. As with the decision to alter the  
2058 GHCHS Governing Board's composition, a stakeholder ad hoc committee established by the  
2059 Governing Board will be formed to consider any such possibility and will make its  
2060 recommendation to the GHCHS Governing board before the Board makes its determination. If  
2061 GHCHS becomes a 501(c)3 non-profit public benefit corporation, GHCHS will notify the LAUSD  
2062 Charter Schools Division and provide all necessary documentation about the governance change,  
2063 including revised bylaws and GHCHS Governing Board meeting agendas noting the change.  
2064 Moreover, GHCHS shall, pursuant to California Education Code § 47604(b), have a District  
2065 representative on the Board as an ex-officio member if GHCHS is organized as a non-profit  
2066 organization.

2067  
2068 GHCHS will maintain in effect general liability and board errors and omissions insurance policies.

2069  
2070 **Recall Procedures**  
2071 *Of Teachers:*  
2072 Signatures of 40 percent of the teachers are needed in order to initiate recall procedures. Within  
2073 two weeks of receiving this petition, the Executive Director will oversee a vote of the faculty by



2074 secret ballot. A two-thirds vote by the teachers will recall the teacher Governing Board Member  
2075 in question.

2076

2077 *Of Parent and At Large Members:*

2078 If concerns regarding the parent Governing Board Members are expressed to the Board President,  
2079 then it is the responsibility of the President to consider the validity of these concerns and decide  
2080 whether a recall vote of the parent is appropriate. A two-thirds vote of the Governing Board is  
2081 needed to recall a parent Board Member.

2082

2083 *Of Classified Staff:*

2084 Signatures of 40 percent of the classified staff are needed in order to initiate recall procedures.  
2085 Within two weeks of receiving this petition, the Executive Director will oversee a vote of the  
2086 classified staff by secret ballot. A two-thirds vote by the classified staff will recall the classified  
2087 staff Governing Board Member in question.

2088

2089 *Of Administrative Staff:*

2090 If concerns regarding the Administrative Governing Board Member are expressed to the President,  
2091 then it is the responsibility of the President to consider the validity of these concerns and decide  
2092 whether a removal vote of the administrator is appropriate. A two-thirds vote of the Governing  
2093 Board is needed to remove this member.

2094

### 2095 **Replacement Procedures**

2096 If a Governing Board Member wishes to resign, he or she will submit a letter of resignation to the  
2097 President of the Governing Board.

2098

2099 If a teacher, classified employee, or administrative Governing Board Member resigns or is  
2100 recalled, an election will be held to replace the Board Member for the remainder of that term. If a  
2101 parent, retired teacher, or at large community member resigns or is recalled, the Board may  
2102 appoint an interim replacement until the approved screening and selection process has taken place.

2103

### 2104 **Governance Structure**

2105 GHCHS believes that we best serve our students with a distributive leadership structure. We  
2106 envision faculty, staff, parents, students, and administrators bringing their concerns and ideas to  
2107 one or more standing committees through attending and participating in open committee meetings  
2108 and submitting written proposals to the committees. All stakeholders will have representatives on  
2109 each committee so that concerns and ideas may also be brought to the attention of the committees  
2110 through this representation. The standing committees will then work to create policies and  
2111 programs in the areas of their purview and which do not conflict with provisions of collective  
2112 bargaining agreements based on the input they receive from stakeholders.

2113

2114 Consistent with legal requirements, standing committees will make it a practice to seek the input  
2115 of stakeholders by publishing their meeting times and agendas and by communicating with the  
2116 school community on a regular basis. When a standing committee is faced with a decision that will  
2117 have a major effect on the entire faculty and staff, that committee may poll the faculty and staff in  
2118 order to best represent their constituents when making the decision. Such decisions include the  
2119 length of the school day, the structure of the school year calendar, final exam schedules and other  
2120 special bell schedules, and any changes in working conditions such as salary, benefits, or other  
2121 contract issues. Any such decision must be consistent with and subject to the charter's current  
2122 bargaining agreements and any obligation by GHCHS to bargain such changes.

2123

2124 Policies should be created in standing committees or Board established ad hoc committees and  
2125 submitted from those committees to the Governing Board for approval. Policies may include the  
2126 following: graduation requirements, curriculum, professional development, new construction, use  
2127 of facilities, budgetary policy, requirements for audits, dress code, attendance policy, special  
2128 student programs, and student discipline. In non-policy decisions, whenever possible, the  
2129 Governing Board will seek input from standing or Board established ad hoc committees. In the  
2130 best interest of members of the charter, the Governing Board will act independently on selected  
2131 non-policy issues such as confidential personnel issues, pending lawsuits, and campus  
2132 emergencies.

2133  
2134 In addition to the Governing Board meeting on a regular basis, each standing committee will be  
2135 required to meet a minimum of once a month, but more often as necessary. In addition a Council  
2136 of Councils shall be formed including the chairs of each standing committee, the Executive  
2137 Director and the Chief Business Officer. Council of Councils members will meet once a month,  
2138 but more often as necessary, and will be expected to attend Governing Board meetings, Council of  
2139 Councils meetings, and their own standing committee meetings to ensure schoolwide  
2140 communication in decision making.

2141

#### 2142 **Grievance Procedure for Parents and Students**

2143 GHCHS will designate at least one employee to coordinate its efforts to comply with and carry out  
2144 its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section  
2145 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint  
2146 filed with GHCHS alleging its noncompliance with these laws or alleging any actions which  
2147 would be prohibited by these laws. GHCHS will notify all its students and employees of the name,  
2148 office address, and telephone number of the designated employee or employees.

2149  
2150 GHCHS will adopt and public grievance procedures providing for prompt and equitable resolution  
2151 of student and employee complaints alleging any action, which would be prohibited by Title IX or  
2152 Section 504.

2153  
2154 GHCHS will implement specific and continuing steps to notify applicants for admission and  
2155 employment, students and parents of elementary and secondary school students, employees,  
2156 sources of referral of applicants for admission and employment, and all unions or professional  
2157 organizations holding collective bargaining or professional agreements with the recipient, that it  
2158 does not discriminate on the basis of sex or mental or physical disability in the educational  
2159 program or activity which it operates, and that it is required by Title IX and Section 504 not to  
2160 discriminate in such a manner.

2161

2162

#### 2163 **Standing Committees**

2164 The Governing Board shall propose standing and temporary (ad-hoc) committees to focus on  
2165 specific tasks and/or policies, such as those listed in the initial description of the Governing  
2166 Board's purview stated previously.

2167

2168 The following standing committees with their respective purviews are in operation at this time:

2169

- 2170 • Curriculum and Instruction - curriculum, instructional delivery, professional development,  
2171 graduation and technology. All academic department chairs or their designees are required  
2172 to serve on this committee;

2173

- 2174 • Student Services - school safety, security, attendance, and student needs;  
2175
- 2176 • Human Resources - employee salary, benefits, incentives, work related issues;  
2177
- 2178 • Operations - facility related matters such as new construction, policy on facilities rental,  
2179 and other plant improvements and policies; scheduling matters such as calendar and bell  
2180 schedules among others.  
2181

2182 Per Board action followed by a recommendation from the Council of Councils, the standing  
2183 committee structure can be modified, including the dissolution and creation of a committee.  
2184

### 2185 **Standing Committee Composition**

2186 Each standing committee will be composed of 15 members:

- 2187 • 9 teachers (*1 from each department or department group, as follows: English, Math, Social*  
2188 *Studies, Science, World Languages and Cultures/EL, Physical Education, Special*  
2189 *Education, VAPA, Out of Classroom Personnel)*
- 2190 • 1 Administrative Director
- 2191 • 2 parents
- 2192 • 2 classified staff members
- 2193 • 1 student (from the Student Council class)  
2194

2195 Each academic department will place its chair on the Curriculum & Instruction committee and  
2196 select, through an internally designed process, 3 other teachers to serve on the remaining  
2197 committees. The Administrative Directors and Student Council class will each select 4 individuals  
2198 and classified staff will select 8 individuals to serve on the various committees through their own  
2199 internally designed selection process. Parent and At Large Board members will determine the  
2200 parent representatives for the various standing committees. Each standing committee will then  
2201 elect its own chair by a simple majority vote.  
2202

2203 All 15 members of each standing committee are voting members and a quorum of 8 members is  
2204 necessary to hold a decision-making vote on any issue. [If standing committee members must be  
2205 absent from a meeting, they may send designees from their constituency groups to vote in their  
2206 absence as long as the standing committee chair is notified in advance of the identity of the  
2207 designee.  
2208

### 2209 **Fiscal Management**

2210 A campus financial office has been established and is staffed by the Chief Business Officer (CBO)  
2211 who will oversee all financial matters on campus. Budget allocations and expenditures would be  
2212 made public through this office. The financial office may work closely with an outside CPA for  
2213 the audit of the school's end of year financial statements and for appropriate review of procedures  
2214 and internal control. Each standing committee may be authorized to manage the portion of the  
2215 school's budget under its previously stated purview. The Governing Board may authorize a  
2216 standing committee to make final financial decisions regarding portions of the school's budget.  
2217 For example, the Curriculum & Instruction committee may appropriate surplus funds by awarding  
2218 mini-grants to teachers who submit proposals.

2219 The CBO will identify all expenditures necessary by law and budget for them from the general  
2220 fund. These would be items such as payroll, benefits, utilities, and district encroachments. The  
2221 department chairs will propose their needs to the CBO from a "zero-based budgeting" approach,  
2222 which means that all expenditures will be justified and not necessarily solely based on past

2223 practices. Past budgets may serve as a guide. The CBO, Executive Director, administrative staff,  
2224 and department chairs will review various school proposals as they prepare the budget. The  
2225 resulting budget will be sent to the Governing Board for approval.

2226  
2227 GHCHS agrees to notify the LAUSD if it decides to incorporate as a non-profit corporation.  
2228

### 2229 **Compensation for Board Members and Committee Leadership**

2230 Governing Board members shall not be compensated. Standing Committee chairs and secretaries  
2231 may be compensated for their time and energy in some manner, such as through a differential.  
2232

2233

2234

### 2234 **LAUSD Charter Policy**

2235 GHCHS will comply with the District's Board-adopted policy related to charter schools as it may  
2236 change from time to time. If the District's charter policy changes in such a way that it may impact  
2237 the School, sufficient time and notice shall be provided to the School to allow for necessary  
2238 changes to ensure compliance.  
2239

2240

2240 LAUSD will refer all disputes involving GHCHS to GHCHS for ultimate resolution. For  
2241 example, LAUSD will refer to the appropriate person at GHCHS a parent who might voice a  
2242 concern about GHCHS to someone at LAUSD  
2243

2244

### 2244 **Responding to Inquiries**

2245 GHCHS shall promptly respond to all inquiries, including but not limited to, inquiries regarding  
2246 financial records, from the District and shall consult with the District regarding any inquiries.  
2247 GHCHS acknowledges that it is subject to audit by LAUSD including, without limitation, audit by  
2248 the District Office of the Inspector General. The District understands that the charter school has  
2249 limited resources and continuous repetitive requests by various District offices may overstretch the  
2250 charter school and diminish its ability to provide a quality educational program described in its  
2251 charter petition. As a result, the District will designate one (1) individual (charter school liaison)  
2252 who will communicate with the charter school regarding all requests for public information. The  
2253 District will notify GHCHS in writing about any change in its designee. Inquiries by LAUSD will  
2254 be limited to public information.  
2255

2256

### 2256 **Notifications**

2257 Notification is to be made to the Charter Schools Division of any notices of workplace hazards,  
2258 investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one  
2259 week of receipt of such notices by GHCHS. Failure to do so by GHCHS shall not be considered a  
2260 violation of the charter petition. However, any violation of work place hazards, negative findings  
2261 by regulating agencies, lawsuits, or other formal complaints, may be grounds for a violation.  
2262

2263

### 2263 **Audit and Inspection of Records**

2264 GHCHS Charter School agrees to observe and abide by the following terms and conditions as a  
2265 requirement for receiving and maintaining their charter authorization:

2266

2267

2268

2269

2270

2271

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal

2272 mismanagement.

2273

2274 Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit  
2275 GHCHS's books, records, data, processes and procedures through the District Office of the  
2276 Inspector General or other means. The audit may include, but is not limited to, the following  
2277 areas:

- 2278 • Compliance with terms and conditions prescribed in the Charter agreement,
- 2279 • Internal controls, both financial and operational in nature,
- 2280 • The accuracy, recording and/or reporting of school financial information,
- 2281 • The school's debt structure,
- 2282 • Governance policies, procedures and history,
- 2283 • The recording and reporting of attendance data,
- 2284 • The school's enrollment process,
- 2285 • Compliance with safety plans and procedures, and
- 2286 • Compliance with applicable grant requirements.

2287 GHCHS shall cooperate fully with such audits and to make available any and all records necessary  
2288 for the performance of the audit upon 30 days notice to GHCHS. When 30 days notice may defeat  
2289 the purpose of the audit, the District may conduct the audit upon 24 hours notice.

2290

2291 In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is  
2292 received by the District, the Charter School shall be expected to cooperate with any investigation  
2293 undertaken by the Office of the Inspector General, Investigations Unit.

2294

2295 GHCHS will respond to reasonable inquiries by LAUSD.

2296

2297 LAUSD's right to revoke the GHCHS charter shall be subject to prior appeal rights under  
2298 California Education Code 47607.

2299

### 2300 **GHCHS By-Laws**

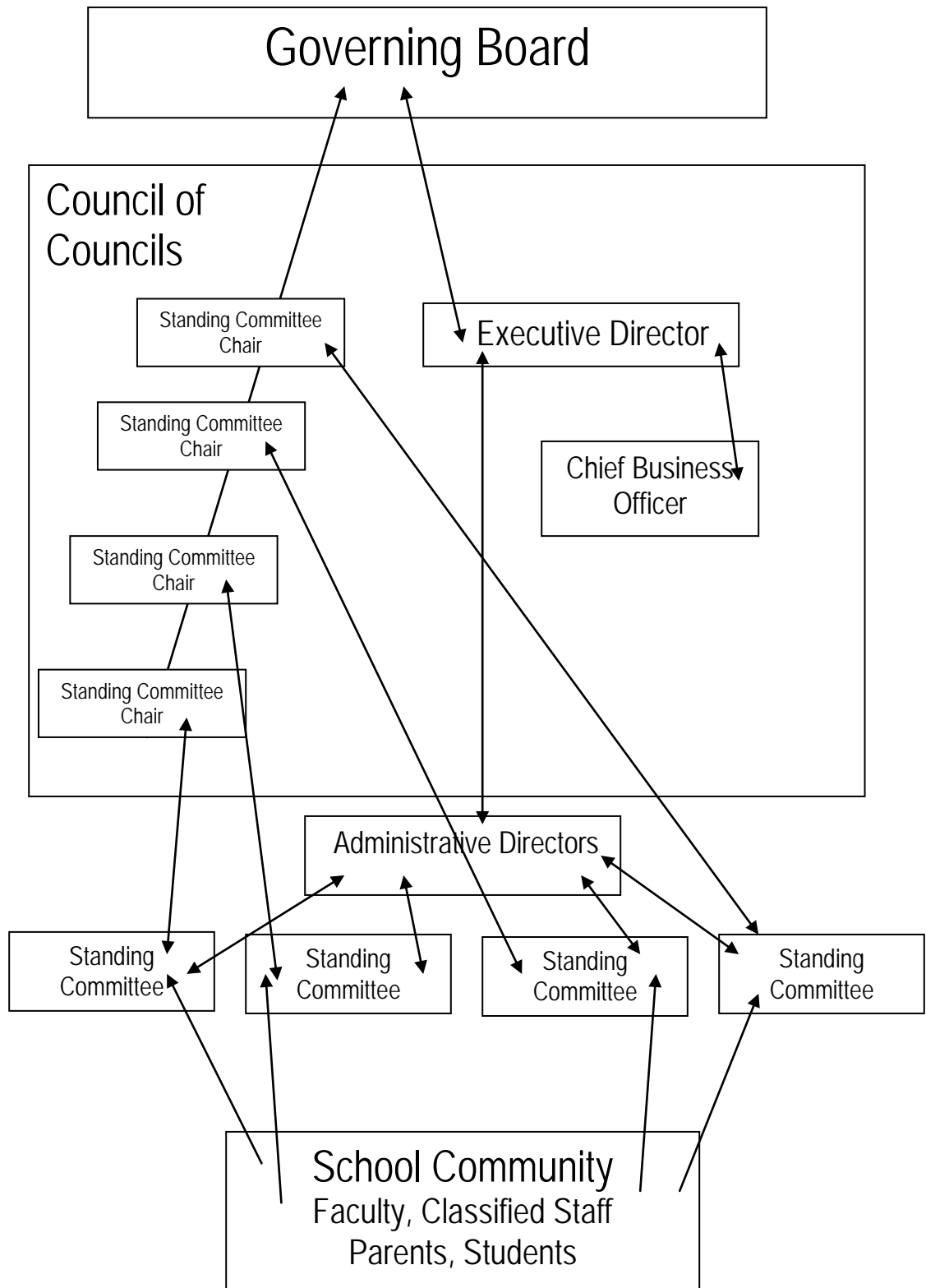
2301 By-laws will enumerate internal governance procedures, including standing committee procedures  
2302 and functions. The by-law development process will be established by an ad hoc committee of  
2303 the Governing Board.

2304

### 2305 **Amending the Governing Structure**

2306 The governing structure of GHCHS may be revised. Amendments to this charter may be proposed  
2307 in writing and submitted to the Governing Board by any stakeholder. Amendments must then be  
2308 approved by the Governing Board. Pursuant to Education Code Section 47607, material revisions  
2309 of the charter shall be made in accordance with the standards and criteria of Education Code  
2310 Section 47605. All Governing Board activities will be conducted in accordance with its bylaws,  
2311 which may subsequently be amended pursuant to the amendment process specified in the bylaws,  
2312 and with relevant state and federal codes governing public agencies.

2313 (Governing Structure flow chart on following page)



## ELEMENT 5 EMPLOYEE QUALIFICATIONS

*The qualifications to be met by individuals to be employed by the school  
California Education Code Section 47605 (b) (5) (E)*

2315

2316

### **BELIEFS**

2317

GHCHS is driven by its Mission Statement:

2318

2319

*Granada Hills Charter High School will provide a positive  
student-centered environment in which all students will develop academic skills,  
practical skills and attitudes to enable them to be successful lifetime learners  
and productive, responsible citizens in a diverse society.*

2320

2321

2322

2323

2324

We propose to pledge our resources to create a school where all students are actively engaged in the process of learning in a multi-cultural setting. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students. We are willing to extend our personal and professional selves to succeed in our duties and responsibilities as educators and those associated with educating our students.

2325

2326

2327

2328

2329

2330

2331

2332

### **Code of Professionalism**

2333

The following Code of Ethics applies to all staff members, full or part time:

2334

2335

### **Preamble**

2336

All members of GHCHS believe in the worth and dignity of all human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

2337

2338

2339

2340

2341

2342

2343

All members recognize the magnitude of the responsibility being accepted in the field of education and engage individually and collectively to hold each other accountable in accordance with the provisions of this Code.

2344

2345

2346

2347

### **Goals of GHCHS**

2348

GHCHS will improve student achievement by the following:

2349

2350

GOAL 1: Increase student responsibility and respect for others and for the learning process.

2351

GOAL 2: Establish grade level/subject content and performance standards.

2352

GOAL 3: Ensure that all students receive a challenging curriculum that will prepare them for post-secondary education, career training, and the workplace of the 21<sup>st</sup> Century

2353

2354

GOAL 4: Continue to actively investigate, pursue, and implement, as appropriate, innovations that will improve student achievement.

2355

2356

GOAL 5: Maintain and improve school safety and campus security.

2357

2358

2359 **QUALIFICATIONS, SELECTION, DUTIES AND EVALUATION OF STAFF**

2360

2361 GHCHS does not discriminate against qualified applicants or employees on the basis of race, color,  
2362 religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age,  
2363 marital status, physical disability, mental disability, medical condition, or any other characteristic protected  
2364 by California or federal law.

2365

2366 **Qualifications**

2367

2368 **Administrative Team**

2369 Administrators at GHCHS should possess leadership abilities, a comprehensive educational vision  
2370 that is consistent with the school’s mission and educational program, a global frame of reference,  
2371 skill in hiring and supervising excellent teachers, technological and data-analysis experience, and  
2372 if possible, business and legal experience.

2373

2374 The minimum criteria for administrative candidates include the following:

- 2375 • MA degree or its equivalent
- 2376 • Teaching credential
- 2377 • Minimum of five years teaching experience
- 2378 • Administrative Services Credential (or Pupil Personnel Services credential with the  
2379 Administrative Services Credential earned within two years for the Director of Counseling)
- 2380 • Positive references from most recent employment, college or grad school
- 2381 • Evidence of educational experience after college

2382

2383 **Teacher Qualifications**

2384 GHCHS will hire the most highly qualified teachers available. GHCHS will adhere to the  
2385 provision enumerated in Ed Code Section 47605 (1): Teachers in charter schools shall hold a  
2386 Commission on Teacher Credentialing certificate, permit, or other document equivalent to that  
2387 which a teacher in other public schools would be required to hold. These documents shall be  
2388 maintained on file at the charter school and are subject to periodic inspection by the chartering  
2389 authority. It is the intent of the Legislature that charter schools be given flexibility with regard to  
2390 non-core, non-college preparatory courses. GHCHS teachers and paraprofessionals shall meet all  
2391 applicable ‘highly qualified’ requirements under the No Child Left Behind Act.

2392

2393 The most important qualifications for teachers are:

- 2394 • Critical constructive thinking.
- 2395 • Expertise in at least one subject.
- 2396 • Effective communication skills.
- 2397 • Ability to work cooperatively and collaboratively with the school community.
- 2398 • Demonstrable effectiveness in teaching.
- 2399 • Productive use of technology.
- 2400 • A willingness to take responsibility and exercise leadership for the school as a whole.

2401

2402 Although we expect our teachers to have additional qualifications, the minimum criteria for  
2403 consideration include the following:

- 2404 • B.A. or its equivalent in a subject area commonly taught in a public school.
- 2405 • Passed CBEST and/or fully credentialed.
- 2406 • Enrollment in/or completion of a teacher training program at an accredited university.



- 2407 • Evidence of educational experience after college, if applicable (i.e. fellowships, graduate  
2408 work, etc.).
- 2409 • Evidence of successful classroom teaching experience, if applicable.
- 2410 • Positive references from the most recent place of employment, college or graduate school.
- 2411 • Exceptions to the above qualifications may be made by the Executive Director for hiring  
2412 staff in special areas

2413  
2414 Credentials will be maintained on site and monitored on an ongoing basis by the Executive  
2415 Director. A database will be maintained by the Human Resources Manager. Monthly reports will  
2416 be generated to check for credential expiration status and reminder notifications will be sent to  
2417 individuals three months prior to credential expiration date. The Human Resources Manager will  
2418 print hard copies of credentials from the California Commission on Teacher Credentialing website  
2419 and keep in file on site.

2420

2421

2422 Qualifications for Counselors, Coordinators, Deans and other Non-Teaching Certificated Staff

- 2423 • Non-teaching personnel such as school counselors, coordinators, deans, school  
2424 psychologists and school social workers will possess appropriate credentials for the  
2425 specific positions such a Pupil Personnel Services credential for Counselors, a Professional  
2426 Clear credential for Deans and Coordinators, a Health Services credential for school  
2427 nurses, or an appropriate California state license for a school psychologist and school  
2428 social worker.

2429

- 2430 • Candidates for these positions will have evidence of adequate professional training and/or  
2431 experience. A Bachelors degree is required for all positions. Desirable qualifications would  
2432 include a Masters (required for school psychologist and school social worker) or higher  
2433 degree with full clear credentials/licenses for the appropriate field.

2434

2435 Exceptions to the above qualifications may be made by the Executive Director for hiring non-  
2436 teaching certificated staff in special circumstances such as counselors from another state with  
2437 adequate professional training and qualified to receive a California credential within a reasonable  
2438 amount of time after being employed.

2439

2440 Non-Teaching Qualifications:

2441 Non-teaching employees, including office staff, maintenance staff, custodial staff, grounds-  
2442 keeping staff, food service staff, aides, and paraprofessionals serve in support roles to keep the  
2443 school operating efficiently. The Administrative Team, in consultation with the staff, has  
2444 developed job descriptions and qualifications for all non-teaching positions. Required for all  
2445 classified position candidates:

- 2446 • High School Diploma or equivalent
- 2447 • Background/fingerprint/TB clearance

2448

2449 In addition, the following qualifications are required per position:

2450

2451 Clerical/Office Staff

- 2452 • Knowledge of English composition, basic arithmetic, office practices and procedures,  
2453 operation of various office machines, Microsoft Office, web browsing techniques.
- 2454 • Ability to understand, interpret, and apply pertinent laws rules, regulations, and procedures

- 2455 • Ability to organize files, keep accurate records and work effectively with employees,  
2456 students, and the public  
2457

2458 Buildings and Grounds Workers

- 2459 • Ability to read and interpret documents such as safety rules, operating and maintenance  
2460 instructions, and procedure manuals.  
2461 • Ability to write routing reports and correspondence.  
2462 • Ability to add, subtract, multiply and divide in all units of measure.  
2463 • Ability to lift and move up to 50 pounds on a regular basis  
2464

2465 Cafeteria Workers

- 2466 • Knowledge of methods of preparing, producing, heating, cooking, and serving food  
2467 • Knowledge of food storage methods and basic arithmetic  
2468 • Ability to prepare, produce, heat, cook and serve a variety of foods  
2469 • Ability to work rapidly and efficiently and cohesively  
2470

2471 Special Ed Assistants

- 2472 • Possess AA Degree or minimum 60 units Post Secondary Education  
2473 • Knowledge of general nature and causes of physical, mental, and emotional disabilities  
2474 • Ability to communicate and relate effectively with students  
2475 • Ability to speak English using good vocabulary  
2476

2477 **Staff Member Selection**

2478 GHCHS shall select its own staff. GHCHS does not discriminate against qualified applicants or  
2479 employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy,  
2480 national origin, ancestry, citizenship, age, marital status, physical disability, mental disability,  
2481 medical condition, or any other characteristic protected by California or federal law.  
2482 Staff racial-ethnic balance will continue to comply with Federal laws requiring that no teaching  
2483 staff be identified as intended for students of a particular race, color, national origin, affiliations,  
2484 political or religious acts or opinion, ancestry, gender, actual or perceived sexual orientation,  
2485 physical disability, medical condition or age.  
2486

2487 **Selection Procedures**

2488 When teacher, administrator or classified vacancies occur, the Governing Board of GHCHS will  
2489 establish an ad hoc Hiring Committee, which shall:

- 2490 • Announce openings  
2491 • Recruit applicants(when possible and necessary, by attending job fairs, advertising in  
2492 local and national journals, and engaging search firm services)  
2493 • Request resumes  
2494 • Interview and select  
2495

2496 The ad hoc Hiring committee shall consist of stakeholder representatives including the Department  
2497 Chair or designee.

2498 Process:

2499 Candidates should submit the following for consideration by the ad hoc Hiring Committee:

- 2500 • Resume detailing educational experience, membership in professional organizations,  
2501 and other relevant information.

- 2502           • Letter(s) of recommendation from previous Principals, Department Chairs, immediate  
2503 supervisors, and/or colleges attended (for newly certificated teacher) or other  
2504 documentation relevant to assessing professional ability/aptitude.

2505 The ad hoc Hiring Committee will make its recommendation(s) for hire to the Executive Director  
2506 who, in turn, may offer employment on behalf of the GHCHS Governing Board.

2507

2508 All staff applicants will be required to:

- 2509           • Provide medical clearance (including TB test results within the most recent 90 days)  
2510           • Submit fingerprints for background investigation (DOJ, FBI)  
2511           • Furnish a criminal record summary as required in E.C. 44237  
2512           • Provide proof of legal status  
2513           • Sign child abuse reporting requirement  
2514           • Sign drug-free environment requirement

2515

2516 No new applicant can begin employment until the fingerprint cards are processed by the California  
2517 Department of Justice and Federal Bureau of Investigation, and it is determined that there is no  
2518 criminal conviction that would prohibit the employee from working with students and staff.

2519

#### 2520 **Day-to-Day Substitutes**

2521 GHCHS will utilize qualified substitutes from our own sub pool or the services of an outside  
2522 provider. GHCHS will ensure that substitutes from its sub-pool and from outside agency  
2523 providers clear the appropriate criminal background check.

2524

#### 2525 **Work Basis and Duties**

2526 All employees will adhere to contracts created by the GHCHS Governing Board and when  
2527 applicable, subject to a collective bargaining agreement (CBA.) GHCHS has the right to set work  
2528 schedules with comparable compensation based on student needs, staffing patterns and fiscal  
2529 capabilities subject to a CBA when applicable.

2530

#### 2531 **Duties of the Executive Director**

- 2532           • Maintains charter requirements  
2533           • Reports to and is accountable to the Governing Board  
2534           • Develops the budget  
2535           • Serves as Liaison with the community, legal and financial advisors, LAUSD,  
2536 county and State  
2537           • Attends Governing Board meetings as a non-voting member  
2538           • Implements Governing Board decisions related to charter  
2539           • Seeks and procures charter grants, local, state, federal and alternative sources of  
2540 funding  
2541           • Supervises day-to-day operation of the school  
2542           • Implements the policies determined by the Governing Board  
2543           • Oversees the instructional program  
2544           • Oversees the business practices of the school

2545

#### 2546 **Duties of Administrative Team**

- 2547           • Supervises day-to-day operation of the school  
2548           • Implements the policies determined by the Governing Board  
2549           • Oversees the instructional program

- 2550 • Evaluates staff effectiveness
- 2551 • Oversees the business practices of the school
- 2552 • Provides effective communication with community/families
- 2553 • Assists with scheduling
- 2554 • Supports students and staff in accordance with GHCHS Mission Statement and established goals
- 2555
- 2556 • Supports discipline of students
- 2557 • Attends meetings of the Governing Board and standing committees

2558

2559

Duties of Teachers

- 2560 • Provide a quality, enriching curriculum
- 2561 • Provide continual assessment of student progress and maintain records
- 2562 • Continually evaluate classroom environment that reflects and facilitates the academic program
- 2563
- 2564 • Continue to work on professional growth
- 2565 • Provide for open communication with all members of the school community
- 2566 • Adhere to all Charter School policies as established by the Governing Board
- 2567 • Support student discipline policies

2568

2569

Duties for Out of Classroom Support Personnel

- 2570 • Provide a quality, enriching support program for students
- 2571 • Provide continual assessment of student progress and maintain records
- 2572 • Adhere to all Charter School policies as established by the Governing Board

2573

2574

Duties for Classified and Other Personnel

- 2575 • Office personnel will perform daily school business
- 2576 • Other personnel will perform daily duties as described by individual job description
- 2577 • Continue to work on professional growth

2578

2579

**COMPENSATION**

2580

2581

Salary Schedule

2582 GHCHS employees' compensation will be competitive with compensation through Los Angeles  
 2583 County. GHCHS will review and revise its compensation schedules as needed and where  
 2584 applicable, subject to a collective bargaining agreement.

2585

2586

Differentials

2587 Leadership, activity and athletic differentials will be paid for assignments based eligibility criteria  
 2588 and amounts. Since the charter's inception, additional differential and/or stipend categories have  
 2589 been added and amounts have increased.

2590

2591

Examples of Differentials

- 2592 • National Board Certified Teacher
- 2593 • Degree Differential (certificated and classified)
- 2594 • Department Chairs and Instructional Advisors
- 2595 • Other instructional leadership positions
- 2596 • BTSA and Induction program mentors

- 2597           • Additional categories may be developed. The number, type and amount of differentials  
2598           may be altered in the future by the Governing Board and where applicable, subject to a  
2599           collective bargaining agreement.

2600

## 2601 **PERFORMANCE EVALUATION**

2602

### 2603 **Executive Director and Administrative Team**

2604 The Governing Board will establish specific goals based on the “California Professional Standards  
2605 for Education Leaders” for the Executive Director at the beginning of the school year. The  
2606 Governing Board will evaluate the accomplishment of all goals and make recommendations for  
2607 the next school year as needed. The Governing Board shall evaluate the Executive Director. The  
2608 Executive Director shall evaluate the rest of the administration team and make recommendations  
2609 to the Governing Board who may review, modify or revoke the contracts based on these  
2610 recommendations.

2611

### 2612 **Certificated Staff**

2613 Evaluations shall adhere to provisions agreed to through the collective bargaining process between  
2614 GHCHS and GHCHS-UTLA, or any other collective bargaining agreement that may be entered  
2615 into by GHCHS in the future. All evaluations will be conducted by the school management team  
2616 (the Executive Director and Administrative Team). In the future, GHCHS has the right to develop  
2617 its own personnel evaluation instruments that are aligned with the California Professional  
2618 Teaching Standards. Staff evaluation and termination will be conducted in accordance with  
2619 applicable law and terms of the applicable collective bargaining agreement.

2620

### 2621 **Paraprofessionals**

2622 Paraprofessionals will have ongoing supervision and observation by teacher(s) and immediate  
2623 supervisor. Each will have a completed evaluation form at the end of the year and a conference to  
2624 review the evaluation, though, at the discretion of the Executive Director evaluations may be  
2625 issued every other year. Staff evaluation and termination will be conducted in accordance with  
2626 applicable law and GHCHS policy as enumerated in the GHCHS Staff Handbook.

2627

### 2628 **Classified**

2629 All employees will be observed and evaluated by their immediate supervisor. The Executive  
2630 Director will evaluate managers, i.e. cafeteria, physical plant, student store, etc. Each will have a  
2631 completed evaluation form at the end of the year and a conference to review the evaluation,  
2632 though at the discretion of the Executive Director, evaluations may be issued every other year.  
2633 Staff evaluation and termination will be conducted in accordance with applicable law and GHCHS  
2634 policy as enumerated in the GHCHS Staff Handbook.

2635

2636 Due process for all employees, including the resolution of complaints and grievances, is provided  
2637 pursuant to legal requirements and when applicable, in the collective bargaining agreements. This  
2638 process is described in the GHCHS Staff Handbook and the applicable collective bargaining  
2639 agreement.

2640

## 2641 **EMPLOYMENT STATUS**

2642

### 2643 **Contracts**

2644 The GHCHS Governing Board will develop a localized contract for all employees. Contracts for  
2645 each employee class will be reviewed and revised according to program, student and staffing  
2646 needs subject to a Collective Bargaining Agreement when applicable.

2647 **Seniority**  
2648 Seniority for present employees will be the same as what they have with the sponsoring district.  
2649 Seniority for all new employees begins upon the date of employment with GHCHS.

2650  
2651 **Tenure**  
2652 Charter Schools exist as long as the State Legislation that creates them is in place and charters are  
2653 not revoked by the sponsoring districts. Thus, GHCHS has no authority to grant tenure  
2654

2655 **Permanency**  
2656 See GHCHS-UTLA, or any existing, Collective Bargaining Agreement and GHCHS Staff  
2657 Handbook.

## ELEMENT 6 HEALTH AND SAFETY PROCEDURES

*The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code Section 47605 (b) (5) (F)*

2658

### **Criminal Record Summary**

2659 GHCHS will require each employee to furnish a criminal record summary as described in Section  
2660 44237 of the California State Education Code. The school will comply with all of the health and  
2661 safety laws common to the State of California and to the communities within which it operates.  
2662 The Executive Director will be responsible for maintaining compliance with Section 44237 and all  
2663 applicable health and safety laws.  
2664

2665

### **Fingerprinting and Background Check**

2666 No employee shall be permitted to commence work at GHCHS until clearance has been obtained  
2667 with the Department of Justice. GHCHS has established a policy and procedure for the  
2668 fingerprinting of volunteers and vendors, and GHCHS has contracted with an outside vendor to  
2669 process perspective employee fingerprints and conduct criminal background checks.  
2670

2671

2672

### **Capacity and Class Size**

2673 The operating capacity of GHCHS at the time of its conversion in 2003 was 3825. For every year  
2674 in its charter status, GHCHS has exceeded its operating capacity without having to convert to a  
2675 year-round calendar or bus out students. On an annual basis, we will review our operating capacity  
2676 with LAUSD. As we have stated throughout our petition, through various innovative programs  
2677 such as our accelerated three-year diploma program in which students complete graduation  
2678 requirements, including classes and course units, in fewer than four years by taking courses  
2679 outside of the traditional school day/year- and our eight (8)-period day, as a charter school we will  
2680 strategically increase our student capacity during the next five years.  
2681

2682

2683 Every effort will be made by GHCHS to assist LAUSD with its overcrowding and choice  
2684 programs without adversely impacting GHCHS.  
2685

2686

### **Transportation**

2687 GHCHS will contract with LAUSD transportation or an outside vendor for curricular and athletic  
2688 trips.  
2689

2690

### **Food Services**

2691 GHCHS will contract for the best food services available that comply with state regulations. We  
2692 have developed an automated system that allows for all students to use their student identification  
2693 as a means of payment for food (including students who receive free and reduced meals). The  
2694 flexibility to contract with outside vendors has provided our students and staff with greater  
2695 choices, lower cafeteria operating costs, and will ultimately increase cafeteria participation. The  
2696 GHCHS Foodservice Director and Chef Supervisor are Serv-Safe Certified. There is a Hazard  
2697 Analysis Critical Control Point (HACCP) system in place to assure that there is a safe  
2698 environment for the processing of all foods from the point of entry to the point of sale. Cafeteria  
2699 workers are trained for cafeteria safety and food handling at monthly staff meetings.

2700 **Contract Development**

2701 GHCHS will always utilize effective business practices which will result in the best quality at the  
2702 best price. Contracts for service, equipment and alterations/improvements will be submitted to  
2703 multiple bidders. All things being equal, preference will always be given to local bidders.

2704

2705 **Voter Approved Bond/Measure Funds**

2706 GHCHS shall have equitable access to voter approved Bond and Measure funds as they apply to  
2707 charter schools and/or district facilities.

2708

2709 **Natural Disasters and Emergencies**

2710 GHCHS will continue to follow the safety and emergency preparedness plan which was developed  
2711 per the guidelines set forth by LAUSD. This plan also includes

- 2712 • Staff training on emergency procedures
- 2713 • Emergency preparedness exercises once each school year
- 2714 • Storage of water, food, and first aid supplies for three days as outlined in LAUSD's  
2715 emergency preparedness bulletin

2716

2717 **Health Screening and Administration of Medications**

2718 GHCHS will continue all current requirements for health screening of employees and incoming  
2719 students. The school nurse or school nurse trained designee will administer all medications to  
2720 students, pursuant to California Education Code §49423 and Title 5 of the California Code of  
2721 Regulations, Division 1, Chapter 2, Subchapter 3, Article 4.1.

2722

2723 **Immunizations**

2724 All enrolling pupils and staff will provide records documenting immunizations to the extent  
2725 required for enrollment and employment in non-charter public schools.

2726

2727 **Emergencies**

2728 GHCHS will maintain policies and procedures for response to natural disasters and emergencies,  
2729 including fires and earthquakes.

2730

2731 **Facility Safety**

2732 GHCHS is housed in facilities that have received Fire Marshal approval and that have been  
2733 evaluated by a qualified structural engineer who has determined that the facilities present no  
2734 substantial seismic safety hazard.

2735

2736 GHCHS will function as a drug-, alcohol-, tobacco-, and weapon-free workplace.

2737

2738 **Tuberculosis Testing**

2739 Employees of GHCHS will follow state regulations relating to TB-Mantoux testing.

2740

2741 **Child Abuse Reporting**

2742 GHCHS staff are mandated child abuse reporters under state and federal law. It is the GHCHS  
2743 policy that all employees shall comply with California state law reporting procedures. Reports of  
2744 suspected child abuse are to be made to an official child protective agency and local law  
2745 enforcement agency. LAUSD Police is not a child protective agency. These policies will be  
2746 incorporated as appropriate into the school's pupil and staff handbooks and will be reviewed on an  
2747 ongoing basis in the school's staff development efforts and Governing Board policies.

2748



2749 **School Safety**

2750 GHCHS will continue to maintain a Safe School Plan. We will enhance school safety by  
2751 increasing our campus security personnel, and collaborating with LAPD, LASPD (School Police)  
2752 and other First Responders. We are upgrading our camera surveillance system, and augmenting  
2753 our canine search program. In an effort to be prepared for emergencies, we will continue to  
2754 conduct Emergency Drills and disaster scenarios.

2755

2756 Below are some components of our Safe School Plan:

2757

- 2758 • Recipient of the U.S. Department of Education Emergency Response and Crisis  
2759 Management Grant – LEA for 28 charter schools. Disbursement and training of schools  
2760 receiving emergency supplies and equipment
- 2761 • Installation of a 10,000 gallon water tank to supply emergency water to school and  
2762 community in case of a major disaster
- 2763 • Member of the San Fernando Valley Coalition on Gangs
- 2764 • Monthly attendance at Law Enforcement Intel Meeting
- 2765 • Graffiti documentation and removal program
- 2766 • GHCHS has agreed to be used as a training site for LAPD, LASPD, and other agencies  
2767 (bomb, K9, etc.)
- 2768 • Daily random searches for drugs and weapons
- 2769 • K9 visits (drug and weapon) funded and supported by GHCHS PTSA
- 2770 • Surveillance Camera System throughout the campus to protect staff and students
- 2771 • Centurion Guard Service on site during non school hours to supplement school security  
2772 personnel
- 2773 • Single school entrance and exit during school hours. Visitors sign in and are in view of  
2774 entry camera. Closed campus
- 2775 • School wide Attendance Plan keeping all students in class during instruction – resulted in  
2776 decreased crime and graffiti
- 2777 • Intervention Program – Supplemental counseling, school wide assemblies (anti-bullying,  
2778 drug, alcohol, and tobacco support). Participant in the “Rachel’s Challenge” assemblies  
2779 and programs
- 2780 • Individual counseling provided – academic and personal. Crisis counseling
- 2781 • Small group counseling provided addressing drug, alcohol and teen issues
- 2782 • Alternative education options – Independent Study
- 2783 • Parent / Student Handbook (school rules and expectations)
- 2784 • Progressive discipline – proactive measures and contracts
- 2785 • Added a Social Worker and Nurse to support growing student population
- 2786 • Uniformed School Police Officer (LASPD) assigned to campus working with Campus  
2787 Aides to supervise students and staff. Uses bicycle and patrol car
- 2788 • School ID’s issued to students and staff for identification purposes
- 2789 • Host parent and student evening support groups (Because I Love You) and various  
2790 community meetings
- 2791 • Personnel attend emergency and safety seminars, emergency response training (CERT).  
2792 CPR and First Aid training. MRSA cleanliness training (sanitizers installed). AED training  
2793 and installations. Work with Red Cross to set-up emergency supplies and resources for the  
2794 school and community
- 2795 • Monitor traffic. New crosswalk installed in front of school
- 2796

2797  
2798  
2799  
2800  
2801  
2802  
2803  
2804  
2805  
2806  
2807  
2808  
2809  
2810  
2811  
2812  
2813  
2814  
2815  
2816  
2817  
2818  
2819  
2820  
2821  
2822  
2823  
2824  
2825  
2826  
2827  
2828  
2829  
2830  
2831  
2832  
2833  
2834  
2835  
2836  
2837  
2838  
2839  
2840  
2841  
2842  
2843  
2844  
2845

**Facilities**

GHCHS, a conversion school, is located at 10535 Zelzah Avenue, Granada Hills, California, 91344, occupying the same location and facilities prior to its initial charter in July 2003. GHCHS will continue to operate at that site and in those facilities throughout the term of this charter, Correspondence may be directed to Brian Bauer, Executive Director

Presently a multi-year occupant lease agreement for the facility is being developed between LAUSD and GHCHS. This agreement will define key elements for facilities use, including District responsibility and Charter school costs with respect to maintenance and operations services, deferred maintenance costs, liability, etc. Once mutually agreed to, LAUSD reserves the right to renegotiate the agreement when issues of a serious nature arise. GHCHS will adhere to all governing laws related to facilities use in accordance with Proposition 39 which "governs provisions of facilities by school districts to charter schools under Education Code section 47614. If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative."

The school's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**Utilities**

GHCHS will pay for its utilities. Utilities will be deducted from GHCHS from the monthly revenue payment. Usage reports will be provided to GHCHS in a timely manner

**Insurance Requirements**

No coverage shall be provided to the charter school by the District under any of the District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

GHCHS will pay premiums to "A" rated insurance companies for the following:

- Voluntary Student Accident Insurance
- Catastrophic Student Accident Insurance
- Any other insurance required by law

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate with excess coverage of \$10,000,000. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured 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 the charter school's insurance primary despite any conflicting provisions in the

2846 charter school's policy. Coverage shall be maintained with no Self-Insured Retention  
2847 above \$15,000 without the prior written approval of the Office of Risk Management for the  
2848 LAUSD.

2849

2850 2. Workers' Compensation Insurance in accordance with provisions of the California Labor  
2851 Code adequate to protect the charter school from claims that may arise from its operations  
2852 pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'  
2853 Compensation Insurance coverage must also include Employers Liability coverage with  
2854 limits of \$1,000,000/\$1,000,000/\$1,000,000.

2855

2856 3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per  
2857 Occurrence if the charter school does not operate a student bus service. If the charter  
2858 school provides student bus services, the required coverage limit is \$5,000,000 Combined  
2859 Single Limit per Occurrence.

2860

2861 4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter  
2862 school employees who handle, process or otherwise have responsibility for charter school  
2863 funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000  
2864 per occurrence, with no self-insured retention.

2865

2866 5. Professional Educators Errors and Omissions liability coverage including Sexual  
2867 Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the  
2868 Commercial General Liability policy by endorsement or by separate policy, with minimum  
2869 limits of \$3,000,000 per occurrence, with excess coverage of \$10,000,000

2870

2871 6. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high  
2872 schools **and** any other school that participates in competitive interscholastic or intramural  
2873 sports programs.

2874

2875 \*Coverages and limits of insurance may be accomplished through individual primary policies or  
2876 through a combination of primary and excess policies. *The policy shall be endorsed to name the*  
2877 *Los Angeles Unified School District and the Board of Education of the City of Los Angeles as*  
2878 *named additional insured and shall provide specifically that any insurance carried by the District*  
2879 *which may be applicable to any claims or loss shall be deemed excess and the charter school's*  
2880 *insurance primary despite any conflicting provisions in the charter school's policy.*

2881

#### 2882 Centurion Guard Service or its Successor - Insurance Requirements

2883 Contractor shall, at his, her, or its sole cost and expense, maintain in full force and effect,  
2884 during the term of any guard security services agreement, the following insurance  
2885 coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or  
2886 better rating from A.M. Best, to cover any claims, damages, liabilities, costs and expenses  
2887 (including legal counsel fees) or losses arising out of or in connection with Contractor's  
2888 fulfillment of any of its obligations under this Agreement. :

2889

2890 A. Commercial General Liability Insurance, including both bodily injury and property  
2891 damage, with limits as follows:

2892

2893 \$1,000,000 per occurrence

2894 \$ 100,000 fire damage

2895 \$ 5,000 med expenses

- 2896 \$1,000,000 personal & adv. injury  
 2897 \$3,000,000 general aggregate  
 2898 \$3,000,000 products/completed operations aggregate  
 2899  
 2900 B. Business Auto Liability Insurance for owned, scheduled, non-owned or hired  
 2901 automobiles with a combined single limit of no less than \$1 million per occurrence.  
 2902 If no owned autos, then non-owned/hired coverage can be accepted.  
 2903  
 2904 C. Workers' Compensation and Employers Liability Insurance in a form and amount  
 2905 covering Contractor's full liability under the California Workers' Compensation  
 2906 Insurance and Safety Act and in accordance with applicable state and federal laws.  
 2907 Part A – Statutory Limits  
 2908 Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability  
 2909  
 2910 D. Sexual Abuse and Molestation coverage:  
 2911 \$ 1,000,000 per occurrence/ \$ 1,000,000 aggregate  
 2912  
 2913 E. Contractor, upon execution of this contract and periodically thereafter upon request,  
 2914 shall furnish GHCHS and the District with certificates of insurance evidencing such  
 2915 coverage. The certificate of insurance shall include a ten (10) day non-renewal/  
 2916 cancellation notice provision.  
 2917  
 2918 F. The Commercial General and Automobile Liability policies referred to in clauses A  
 2919 and B above shall name GHCHS, LAUSD and the Board of Education of the City of  
 2920 Los Angeles as additional insured. Premiums on all insurance policies shall be paid  
 2921 by Contractor and shall be deemed included in Contractor's obligations under the  
 2922 guard services contract at no additional charge.  
 2923

2924 **Evidence of Insurance**

2925 The Charter School shall furnish to the District's Office of Risk Management and Insurance Services  
 2926 located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 days of all new policies  
 2927 inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the  
 2928 insurance carrier. Certificates shall be endorsed as follows:

2929 The insurance afforded by this policy shall not be suspended, cancelled, reduced in  
 2930 coverage or limits or non-renewed except after thirty (30) days prior written notice by  
 2931 certified mail, return receipt requested, has been given to the District  
 2932

2933 Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk  
 2934 Management and Insurance Services. However, the District reserves the right to require certified  
 2935 copies of any required insurance policies.  
 2936

2937 Should the charter school deem it prudent and/or desirable to have insurance coverage for damage  
 2938 or theft to school, employee or student property, for student accident, or any other type of  
 2939 insurance coverage not listed above, such insurance shall not be provided by the District and its  
 2940 purchase shall be the responsibility of the Charter School.  
 2941

2942 Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as  
 2943 required by section 15543, Title 5 of the California Code of Regulations. Currently, the required  
 2944 reserve is 5% of total operational expenditures.  
 2945

2945 **Asbestos Management:**

2946 The GHCHS shall occupy facilities that comply with the Asbestos requirement as cited in the  
2947 Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that  
2948 any building leased or acquired that is to be used as a school or administrative building shall  
2949 maintain an asbestos management plan.  
2950

## ELEMENT 7 RACIAL AND ETHNIC BALANCE

*The means by which the school will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*  
*California Education Code Section 47605 (b) (5) (G)*

2951

2952 GHCHS's student population is a melting pot of nationalities and languages spoken. Thirty-five  
2953 different languages are spoken amongst students. GHCHS attempts to achieve a stable pupil  
2954 population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can  
2955 achieve the goal of becoming productive citizens in a multicultural world if they are educated in a  
2956 multicultural environment.

2957

2958 Present student demographics show a wide range of socio-economic, educational and cultural  
2959 backgrounds. GHCHS is one of only 6 (Chatsworth HS, El Camino Real HS, Palisades HS, Taft  
2960 HS, and Verdugo Hills HS) integrated 70 percent /30 percent comprehensive high schools in the  
2961 LAUSD. The 2007-2008 student population consists of 31.1 percent Hispanic or Latino, 21.2  
2962 percent Asian, 6.3 percent Black or African American, .6 percent American Indian or Alaska  
2963 Native, .2 percent Native Hawaiian or Other Pacific Islander, and 36.5 percent Other White. The  
2964 most significant change in student ethnic groups since our last charter petition in 2004 is a 5  
2965 percent increase in the Hispanic or Latino population and an 8 percent drop in the other white  
2966 student demographic and an increase in the number of Filipino, Armenian and Arabic students.  
2967 The number of students eligible for free and reduced lunch has increased from 16 percent to 35  
2968 percent in the last four years.

2969

2970 During the last four years GHCHS has also seen an increase in cultural and educational diversity.

2971

2972 Although the ELL population declined between 2004 and 2005, it is now 3.7 percent  
2973 higher than it was in the 2004-2005 school year. We expect this trend to continue. There  
2974 are currently 321 English Language Learners (ELL) being served in English Language  
2975 Development (ELD) classes and mainstreamed English core curriculum classes. These  
2976 English core curriculum classes are taught by CLAD/BCLAD credentialed or SB1969  
2977 certified teachers and include the services of teacher assistants. Our ELL students speak  
2978 22 different languages with the top four being Spanish (44.5 percent), Korean (20.2  
2979 percent), Arabic (4.7 percent) and Armenian (4.4 percent). Students redesignated at Fluent  
2980 English proficient (FEP) in the last three years include 59 (7.9 percent) in 2005, 23 (2.8  
2981 percent) in 2006, and 13 (1.6 percent) in 2007.

2982

### **PWT/CAP/PSC Traveling Students**

2983

2984  
2985 GHCHS is committed to maintaining a strong and viable traveling student program, which  
2986 includes PWT, CAP, and NCLB PSC students, throughout the duration of the charter. The number  
2987 of PWT, CAP, PSC, students assigned to GHCHS will be mutually determined annually between  
2988 the District and GHCHS based on District and school needs, including District enrollment trends  
2989 and school capacity. GHCHS will work closely with the LAUSD Charter Schools' office, the  
2990 Office of Student Integration and the Office of School Management Services. For the duration of

2991 the charter, the total number of CAP, PWT, and PSC students shall be between 100 and 200  
2992 students. For the 2009-10 school year, the total number of CAP, PWT and PSC students shall be  
2993 165. The parties understand and agree that, in the event of changing demand for program  
2994 participation in subsequent years, the District may increase the number of PSC students in lieu of  
2995 PWT/CAP students at GHCHS.

2996

2997 The District and GHCHS agree to work collaboratively on traveling patterns and other program  
2998 issues. Determination of traveling student program eligibility will be made by the District, based  
2999 on the District's requirements, with GHCHS providing input based on historic and traveling  
3000 practices at GHCHS. Traveling program students shall be eligible to attend GHCHS until  
3001 graduation and shall have full access to all applicable GHCHS academic and extracurricular  
3002 programs. Academic and extracurricular program availability will be determined by GHCHS.  
3003 Transportation costs for traveling program students shall be the responsibility of the District.

3004

### 3005 **Court Ordered Integration**

3006 The charter school will comply with all requirements of the *Crawford v. Board of Education*, City  
3007 of Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant  
3008 to the *Crawford* court order, by the Office of Student Integration Services (collectively the "Court-  
3009 ordered Integration Program"). The Court-ordered Integration Program applies to all schools  
3010 within or chartered through LAUSD.

3011

3012 The District receives neither average daily attendance allocations nor Court-ordered Integration  
3013 Program cost reimbursements for charter school students. Instead, the District now receives the  
3014 Targeted Instruction Improvement Grant ("TIIG") for its Court-ordered Integration Program. The  
3015 District retains sole discretion over the allocation of TIIG funding, where available, and cannot  
3016 guarantee the availability of this funding to GHCHS. In addition, the availability of TIIG funding  
3017 in prior years does not guarantee that the District will allocate these funds to GHCHS in any  
3018 subsequent year.

3019

3020 GHCHS will comply with all Office of Student Integration Services requirements related to Court-  
3021 ordered Integration Program compliance. GHCHS will provide requested information to LAUSD,  
3022 including the ethnic survey. After GHCHS submits the ethnic survey information during the first  
3023 year of operation, Budget Services, Financial Planning Division and the Office of Student  
3024 Integration Services will use the information listed below for compliance purposes:

3025

- 3026 • Norm Day Classification
- 3027 • Total School Enrollment
- 3028 • Number of Students by Grade Level
- 3029 • Number of Students by Ethnicity and Grade Level
- 3030 • List of Register Carrying Teachers
- 3031 • List of all Certificated Personnel (Show the cost of any teachers funded by Court-  
3032 ordered Integration)
- 3033 • List of Emergency Credentialed Teachers/Non-highly Qualified teachers as defined  
3034 in No Child Left Behind
- 3035 • Unfilled Classroom Teaching Positions
- 3036 • Fiscal Year-End Financial Report
- 3037 • Number of Students Living Outside LAUSD Attendance Area
- 3038 • Consolidated Application (Con App) Part I and Part II
- 3039 • Local Education Agency (LEA) Plan
- Mandated *No Child Left Behind (NCLB)* Program Improvement Documents

3040  
3041  
3042  
3043  
3044  
3045  
3046  
3047  
3048  
3049  
3050  
3051  
3052  
3053  
3054  
3055  
3056  
3057  
3058  
3059  
3060  
3061  
3062  
3063  
3064  
3065  
3066  
3067  
3068  
3069  
3070  
3071  
3072  
3073  
3074  
3075  
3076  
3077  
3078  
3079  
3080  
3081  
3082  
3083  
3084  
3085  
3086  
3087  
3088

GHCHS will provide a written plan, including dates and locations for recruitment to achieve and maintain the District’s ethnic balance goal of 70% Hispanic, Black, Asian and other Non-Anglo (HBAO); 30% Other White (OW). Additionally, GHCHS Mathematics/Science/Technology Magnet Program will continue and be maintained through the terms of this charter at its current capacity of 443 students. The Magnet will adhere to the mandates of Education Code 58500 and 58510 (also known as Alternative Programs of Choice) and the guidelines of the LAUSD Student Integration Services Office. Determination of student eligibility for the magnet program will be made solely by the District, based on the District’s Magnet process, guidelines and policies. It is further understood that the Magnet Coordinator and Magnet Office Assistant will work solely with the GHCHS Magnet Program.

**Integration Programs/Funding**

The GHCHS Charter School will continue to participate in the LAUSD’s Integration Programs as applicable and receive funding allocated for these programs upon availability of funds. GHCHS will follow established procedures of the Office of Student Integration Services for information/documentation purposes and will make no modifications to existing or future programs without prior approval of said office.

MOU’s will be developed between GHCHS and the LAUSD to address the following integration or special LAUSD programs which exist on our campus:

- GHCHS/CSUN Math, Science, Technology Magnet
- Deaf and Hard of Hearing Program: Funding by the LAUSD Special Education office will continue to provide for certificated and classified positions and support for the program.
- PWT/CAP/PSC

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, GHCHS has agreed to meet all of the programmatic , fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. GHCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.



3089 GHCHS also understands that as part of its oversight of the school, the Charter School Office may  
3090 conduct program review of federal and state compliance issues.

3091

3092 **No Child Left Behind (NCLB)**

3093 GHCHS agrees to comply with applicable provisions of NCLB.

3094

3095 **Community Outreach**

3096 GHCHS provides outreach to all segments of the community. Examples of our outreach include  
3097 the following:

3098

- School led tours
- Articulation evenings for all families of incoming and other interested students
- Active communication with families in multiple languages through monthly newsletter, daily and weekly emails, Parent-Connect for real-time attendance and grades, and school brochures
- Advertisements and articles in local and city-wide media including print, cable TV, and internet

3099

3100

3101

3102

3103

3104

3105

3106 **GHCHS Math, Science, Technology Magnet**

3107 The GHCHS Mathematics, Science and Technology Magnet program, which includes the  
3108 partially District-supported Deaf and Hard of Hearing (DHH) program, will continue to operate  
3109 under the terms of this charter, further strengthening the School's already strong racial and ethnic  
3110 diversity of the student body as a whole.

3111

3112 GHCHS is committed to maintaining a strong and viable Magnet school partially supported by  
3113 the district but operated by GHCHS throughout the duration of the charter. Terms and conditions  
3114 for the provision of services for the DHH program will be set forth in a MOU between the  
3115 District and GHCHS which will supersede the provisions related to DHH in this charter.

3116

3117 The number of Magnet students assigned to GHCHS will be mutually determined annually  
3118 between the District and GHCHS based on District and school needs, including District  
3119 enrollment trends and school capacity. GHCHS will work closely with the LAUSD Charter  
3120 Schools' office, the Office of Student Integration and the Office of School Management  
3121 Services. For the 2009-10 school year, the total number of Magnet students shall be 443.

3122

3123 Magnet students shall be eligible to attend GHCHS until graduation and shall have full access  
3124 to all applicable GHCHS academic and extracurricular programs. Academic and extracurricular  
3125 program availability will be determined by GHCHS. Transportation costs for magnet students  
3126 shall be the responsibility of the District.

3127

## ELEMENT 8 ADMISSION REQUIREMENTS

*Admission requirements, if applicable.*

*California Education Code Section 47605 (b) (5) (H)*

3128

3129

3130

3131

3132

3133

3134

3135

3136

3137

3138

3139

3140

3141

3142

3143

3144

3145

3146

3147

3148

3149

3150

3151

3152

3153

3154

3155

3156

3157

3158

3159

3160

3161

3162

3163

3164

3165

3166

3167

3168

3169

3170

3171

For admission to GHCHS, students must apply directly to the school. GHCHS uses an open enrollment admission policy for all California students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Ed Code 220. GHCHS will not charge tuition.

For admission to the Magnet Program, students must complete the application in the “Choices” brochure that can be obtained from any LAUSD school. Participation in the Magnet, CAP, PWT and NCLB/School Choice programs is determined by LAUSD at its sole discretion.

All students are eligible to apply, and admission will not be based on the residence of the student or his or her parent or guardian, except that preference will be given to students residing within the “former attendance area” of the school. “Former attendance area” of the school is defined as both the local neighborhood and those geographic neighborhoods, which are now sending and have traditionally sent students to GHCHS.

GHCHS will comply with all state laws pertaining to student admission and enrollment.

At all times applications will be monitored to ensure that diversity is maintained.

### ADMISSION INFORMATION

GHCHS shall provide orientation information to parents and students which explains the instructional program and policies, including, but not limited to the following:

- Student behavior codes, including the suspension and expulsion provisions
- Student dress codes
- Student attendance policy
- Parental involvement opportunities
- Care of school property
- Commitment to the academic program

#### Admission Requirements

Admissions policies are under the purview of the Governing Board. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to GHCHS. There is not an additional application for traveling students (CAP, PWT, Magnet and NCLB/PSC) at GHCHS. Beginning with the class of 2011, all incoming enrolled GHCHS students are required to complete the two or four week Summer Transition Academy (STA) Program. Upon admission, Parents and students are required to sign an agreement that they will abide by the school policies on academics, attendance, and conduct. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space.

3172 **Enrollment**

3173 As a conversion charter school, preference for enrollment will be given first to students residing in  
3174 the former attendance area, traveling students and magnet program students. If space is available a  
3175 public random drawing will take place generally adhering to the LAUSD Open Enrollment  
3176 calendar. Applications will be received from LAUSD and non-LAUSD students during the month  
3177 of March and the public random drawing will take place in early April. This information will be  
3178 shared with LAUSD and with the community through the school newsletter, marquee  
3179 announcements and the school website. After the given number of spots has been allocated,  
3180 remaining students will be placed on a numerical waiting list which will be used as space becomes  
3181 available. As is LAUSD practice, the Open Enrollment waiting list will be for fall semester only  
3182 as later use of any waiting list is disruptive to schools across the District and city. Preference in the  
3183 Open Enrollment program will be given first to LAUSD students followed by non-LAUSD  
3184 students.

3185

3186 **Special Education Enrollment**

3187 Students in special education programs may apply to attend GHCHS. As with regular enrollment,  
3188 they are not discriminated against on the basis of residency, gender, sexual orientation, disability,  
3189 national origin, immigration status, ethnic and racial background, language spoken, religion or  
3190 political belief. The school will adhere to federal, state and judicial mandates regarding admission  
3191 of special education students. If a student indicates on his or her enrollment form that special  
3192 education services are currently being received, an IEP is required. Cumulative files are checked  
3193 and the green folder reviewed to ensure appropriate services are provided. Applications and a  
3194 recent IEP must be submitted by the same deadlines as those of regular students

3195

3196 **False Address or Inaccurate Residence Information**

3197 Per applicable LAUSD policy, any student who has been enrolled at GHCHS on the basis of a  
3198 false address or inaccurate residence information shall be immediately withdrawn from GHCHS  
3199 and referred to the school of residence. The student shall not be eligible to apply for any type of  
3200 permit to GHCHS until the conclusion of that school year.

3201

3202 GHCHS will notify the parents, in writing, that the false address or inaccurate residence  
3203 information has been discovered and that the student will be transferred to the school of residence  
3204 on the date indicated.

3205

3206 If a false address or inaccurate residence information which was given as a basis for enrollment is  
3207 discovered:

- 3208 • During the first half of the semester, the student is to be transferred to the school of  
3209 residence immediately.
- 3210 • During the second half of the semester, the student **may** be allowed to complete that  
3211 semester at the sole discretion of GHCHS.

3212

3213 **Permits**

3214 Due to overcrowding, continuing enrollment permits and all other permits may be issued at the  
3215 sole discretion of GHCHS.

3216

3217 **Survey**

3218 GHCHS and the District acknowledge that GHCHS is operating at or beyond the capacity of its  
3219 facilities, and is expected to remain at such capacity under and throughout the term of this charter.

3220 Although GHCHS is not expected to have unused capacity within its facilities, GHCHS will  
3221 cooperate with the District as it performs its annual survey of district-owned facilities, in order to  
3222 assist the District in completing such survey in a timely manner.  
3223  
3224 The charter school will comply with the McKinney-Vento Homeless Assistance Act for homeless  
3225 children.  
3226  
3227 All student records are located in a secure location.  
3228

## **ELEMENT 9 FINANCIAL AUDITS**

*The manner in which an annual, independent, financial audit 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.*

*California Education Code Section 47605 (b) (5) (I)*

3229

### **Fiscal Autonomy**

3231 GHCHS community and partners will maintain the highest level of integrity in fiscal management  
3232 while seeking all available resources and using them effectively to support the instructional  
3233 program. The business philosophy of GHCHS continues to be entrepreneurial and community-  
3234 based. Every effort is made to maximize revenue from all sources while maximizing the  
3235 effectiveness of all expenditures through the utilization of a “better, faster, cheaper” and “in the  
3236 best interest of the students” test. We plan to investigate alternative funding sources such as the  
3237 Qualified Zone Academy Bond Program federal interest-free loan. In addition, we have already  
3238 received over \$3 million in Mandated Costs reimbursement from the state and continue to file  
3239 annual claims.

3240

### **Budget Development**

3242 Budget development will begin each year immediately following the January announcement of the  
3243 governor’s K-12 State Budget Proposals and continually be refined through the May Revision to the  
3244 Final State Budget Act. Budgeted resources will always be consistent with the Charter school’s  
3245 goals as identified by the Governing Board. A year-end estimate of actuals and interim reports will  
3246 be submitted to LAUSD unless a different system is agreed to by all parties. GHCHS will at all  
3247 times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5  
3248 of the California Code of Regulations. Currently, the required reserve is 5 percent of total  
3249 operational expenditures.

3250

### **Integration Programs/Funding**

3252 The GHCHS Charter School will continue to participate in the LAUSD’s Integration Programs as  
3253 applicable and receive funding allocated for these programs upon availability of funds. GHCHS  
3254 will follow established procedures of the Office of Student Integration Services for  
3255 information/documentation purposes and will make no modifications to existing or future  
3256 programs without prior approval of said office.

3257

3258 MOU’s will be developed between GHCHS and the LAUSD to address the following integration  
3259 or special LAUSD programs which exist on our campus:

- 3260 • GHCHS/CSUN Math, Science, Technology Magnet
- 3261 • Deaf and Hard of Hearing Program: Funding by the LAUSD Special Education office will  
3262 continue to provide for certificated and classified positions and support for the program.
- 3263 • PWT/CAP /PSC

3264

### **Title 1 Funding**

3266 For purposes of our budget feasibility report, 35 percent of our student body are eligible for Title 1  
3267 funding. For the 2008-2009 school year we have identified over 35 percent of our students eligible  
3268 for free or reduced meals.

3269 **Fiscal Audit**

3270 GHCHS has engaged a certified public accountant, certified by the State of California, to audit the  
3271 school's annual financial statement in accordance with generally accepted accounting principles  
3272 and auditing standards and the audit guide issued by the Controller of the State of California.  
3273 GHCHS will prepare the necessary unaudited financial reports to be submitted to the LAUSD.  
3274 Two interim reports and a year-end report, in a format to be provided by the LAUSD, which will  
3275 include actual and revised budget figures and projected revenues, expenditures and fund balances,  
3276 will be submitted to the LAUSD unless a different system is agreed to by all parties. In addition,  
3277 year-end financial statements audited by a Certified Public Accountant will be submitted to the  
3278 LAUSD by December 15 following the close of the fiscal year. Any audit exceptions or  
3279 deficiencies will be resolved to the satisfaction of the LAUSD.

3280

3281 GHCHS will be responsible for its own financial services (accounting, budgeting, and payroll) and  
3282 personnel services.

3283

3284 GHCHS shall conduct all of its financial operations in a timely manner and for all programs  
3285 (regular, categorical, and special education) through procedures established by the State of  
3286 California and the Federal Government, as appropriate. For Federal programs, including Title I,  
3287 the criteria for eligibility and fiscal guidelines will be as established by the Federal Government.  
3288 In receiving this funding directly, GHCHS is responsible for meeting eligibility and fiscal  
3289 requirements established by the Federal Government and for completing the Consolidated  
3290 Application. GHCHS shall provide the LAUSD with all financial and related reports, including  
3291 enrollment attendance to enable the LAUSD to meet its requirements by law.

3292

3293 GHCHS shall promptly respond to all reasonable inquiries, including but not limited to, inquiries  
3294 regarding financial records, from the LAUSD and shall consult with the LAUSD regarding these  
3295 inquiries.

3296

3297 **Financial Reports**

3298 The following reports will be submitted to LAUSD, in the  
3299 required format and within timelines to be specified by LAUSD each year”:

- 3300 a. Provisional Budget – Spring prior to operating fiscal year  
3301 b. Final Budget – July of the budget fiscal year  
3302 c. First Interim Projections – November of operating fiscal year  
3303 d. Second Interim Projections – February of operating fiscal year  
3304 e. Unaudited Actuals – August following the end of the fiscal year  
3305 f. Audited Actuals – December 15 following the end of the fiscal year  
3306 g. Classification Report – monthly the Monday after close of the last day of the  
3307 school month  
3308 h. Statistical Report – monthly the Friday after the last day of the school month.  
3309 In addition:  
3310 • P1, first week of January  
3311 • P2, first week of April  
3312 i. Bell Schedule – annually by November  
3313 j. Other reports as requested by the District

3314

3315 **Revenue Flow/Depository/Accounting**

3316 As a directly funded charter school, most of the school's state and federal revenue flows directly  
3317 from the state to the school's account in the County Treasury which is administered through

3318 LACOE. Funds flowing through LAUSD (property taxes, Special Education, supplemental  
3319 instructional hours, etc.) will be provided in a timely manner. All accounting transactions are  
3320 done in-house on a financial system which will provide appropriate financial reporting consistent  
3321 with the California School Accounting Manual using the Standardized Account Code Structure.  
3322 All funds will be held or invested in local financial institutions. All expenditures over \$500 will  
3323 continue to require 2 signatures from authorized administrators.  
3324

3325 **Attendance Accounting Procedures**

3326 Existing attendance accounting procedures that provide excellent checks and balances will  
3327 continue to be utilized. These procedures will continue to meet all current requirements of the  
3328 audit guide published by the state controller.  
3329

3330 **Mandated Costs Reimbursement Program**

3331 In order to meet the health, safety and public accountability requirements of all public school  
3332 children at GHCHS, the Charter School will be required to comply with the following programs  
3333 and activities:

- 3334 • Annual Parent Notifications II
- 3335 • Behavior Intervention Plans
- 3336 • California English Language Development Test
- 3337 • Comprehensive School Safety Plan
- 3338 • Criminal Background Check
- 3339 • Emergency Procedures: Earthquake and Disasters
- 3340 • Habitual Truant Conferences
- 3341 • Open Meeting Act/Brown Act
- 3342 • Pupil Classroom Suspension by Teacher
- 3343 • Physical Performance Tests
- 3344 • Pupil Exclusions
- 3345 • Pupil Health Screenings
- 3346 • Pupil Promotion and Retention
- 3347 • Suspensions and Expulsions
- 3348 • School Accountability Report Cards
- 3349 • School Bus Safety I and II
- 3350 • Standardized Testing and Reporting
- 3351 • STRS Creditable Compensation
- 3352 • Any other current or future mandates of charter schools

3353

3354 It is the expressed intent of GHCHS to comply with all of the aforementioned mandates and file  
3355 directly for reimbursements. If a reimbursement claim can only be filed through LAUSD, LAUSD  
3356 agrees to fold the Charter School claim into its claim and pass through the Charter School funds  
3357 when received.  
3358

3359 **LAUSD Services**

3360 All GHCHS requested services from LAUSD will be provided on a fee-for-service basis. Pursuant  
3361 to a negotiated memorandum of understanding between the District and the Charter School,  
3362 services that GHCHS may be interested in include the following:

- 3363 • School Police (including filing theft reports, alarm monitoring, support during times of  
3364 emergency, canine program, and patrol)

- 3365 • Student Health and Human Services (including access to school mental health, nursing
- 3366 services, suicide prevention services, support for crisis team, and access to audiology
- 3367 services.
- 3368 • Site maintenance and repair
- 3369 • Bilingual fluency testing
- 3370 • Field trip transportation
- 3371 • Athletics

3372

3373 GHCHS shall retain the right to negotiate a contract with an outside contractor at any time if such

3374 a contract proves to be in the best interests of GHCHS.

3375

3376 **District Oversight**

3377 GHCHS agrees to pay the LAUSD for the actual costs of supervisorial oversight up to the

3378 percentage of revenue of the Charter School allowed under Education Code Section 47613, not to

3379 exceed one percent.

3380



## ELEMENT 10 STUDENT SUSPENSION AND EXPULSION

*The procedures by which students can be suspended or expelled.  
California Education Code Section 47605 (b) (5) (J)*

3381  
3382 Comprehensive policies for pupil conduct and discipline have been established in collaboration  
3383 with parents, pupils, and staff in order to promote learning and protect the safety and well being of  
3384 all pupils and staff at the school. Pupils and their parents/guardians will be notified in writing upon  
3385 enrollment of all policies and procedures for pupil conduct and discipline. The comprehensive  
3386 policies for pupil conduct and discipline will be printed and distributed as part of the school's  
3387 pupil handbook and will clearly describe the school's expectations regarding attendance, mutual  
3388 respect, sexual harassment, substance abuse, violence, safety, and work habits. Pupil conduct and  
3389 discipline policies are subject to review and revision by the Governing Board. When a policy is  
3390 violated, it may be necessary to suspend a pupil from regular classroom instruction and/or expel a  
3391 pupil from the charter school.

3392  
3393 Definitions (as used in this policy);

- 3394 • Administrative Panel: An outside body that hears an expulsion recommendation and makes  
3395 its recommendation to the GHCHS Governing Board.  
3396
- 3397 • Corporal punishment: "corporal punishment" includes the willful infliction of, or causing  
3398 the willful infliction of, physical pain on a pupil. An amount of force that is reasonable and  
3399 necessary for a person employed by or engaged in a public school to quell a disturbance  
3400 threatening physical injury to person or damage to property, for purposes of self defense,  
3401 or to obtain possession of weapons, or other dangerous objects within the control of the  
3402 pupil, is not and shall not be construed to be corporal punishment within the meaning and  
3403 intent of the law. Physical pain or discomfort caused by athletic competition or other such  
3404 recreational activity voluntarily engaged in by the pupil, is not and shall not be construed  
3405 to be corporal punishment within the meaning and intent of this section.  
3406
- 3407 • Discipline: "discipline" includes but is not limited to advising and counseling pupils,  
3408 conferring with parents/guardians, detention during and after school hours, the use of  
3409 alternative educational environments, suspension, and expulsion.  
3410
- 3411 • Executive Director: unless otherwise specified, the term "Executive Director" shall refer to  
3412 the GHCHS Executive Director or his or her designee.  
3413
- 3414 • Expulsion: "expulsion" means dis-enrollment from GHCHS.  
3415
- 3416 • Governing Board: unless otherwise specified, the term "Governing Board" shall refer to  
3417 the GHCHS Governing Board or its designated subcommittee.  
3418
- 3419 • Parent: the term "parent" shall refer to the pupil's parent, guardian, or other identified  
3420 custodial adult with educational rights.  
3421
- 3422 • Suspension: "suspension" means removal of a pupil from ongoing instruction for  
3423 adjustment purposes. A pupil may be suspended from one class or all classes and still

3424 remain in school during the period of suspension if he or she is appropriately supervised.  
3425 However, “suspension” does not mean the following:

- 3426
- 3427 a. Reassignment to another education program or class at the charter school where  
3428 the pupil will receive continuing instruction for the length of day prescribed by  
3429 the Charter School Governing Board for pupils of the same grade.
- 3430
- 3431 b. Referral to a certificated employee designated by the Executive Director to  
3432 advise pupils.
- 3433
- 3434 c. Removal from the class but without reassignment to another class for the  
3435 remainder of the class period without sending the pupil to the Executive  
3436 Director or designee.
- 3437

3438 **Who is Subject to Disciplinary Procedures**

3439 School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all  
3440 pupils. The procedures to be followed should a pupil violate the comprehensive policies for pupil  
3441 conduct and discipline will also be printed and distributed as part of the school’s pupil handbook.

3442

3443 Student discipline and procedures for suspension and expulsion shall include positive behavioral  
3444 interventions.

3445

3446 **Notification of Policies and Procedures**

3447 The Executive Director shall insure that pupils and their parents/guardians are notified in writing  
3448 upon enrollment of all policies and procedures for pupil conduct and discipline. All policies and  
3449 procedures for pupil conduct and discipline shall be available upon request in the main office of  
3450 the school.

3451

3452 **Corporal Punishment**

3453 Corporal punishment shall not be used as a disciplinary measure against any pupil.

3454

3455

3456 **GROUNDS FOR SUSPENSION AND EXPULSION**

3457

3458 **Enumerated Offenses**

3459 A pupil may be suspended from GHCHS or recommended for expulsion for one or more of the  
3460 following offenses:

- 3461 a) Caused, attempted to cause, or threatened to cause physical injury to another  
3462 person.
- 3463
- 3464 b) Willfully used force of violence upon the person of another, except self-defense.
- 3465
- 3466 c) Unlawfully possessed, used, sold or otherwise furnished, or was under the  
3467 influence of any controlled substance, as defined in Health and Safety Code 11053-  
3468 11058, alcoholic beverage, or intoxicant of any kind.
- 3469
- 3470 d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as  
3471 defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant  
3472 of any kind, and then sold, delivered or otherwise furnished to any person another

- 3473 liquid substance or material and represented same as controlled substance,  
3474 alcoholic beverage or intoxicant.  
3475
- 3476 e) Committed or attempted to commit robbery or extortion.  
3477
- 3478 f) Caused or attempted to cause damage to school property or private property.  
3479
- 3480 g) Stole or attempted to steal school property or private property.  
3481
- 3482 h) Possessed or used tobacco or products containing tobacco or nicotine products,  
3483 including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,  
3484 smokeless tobacco, snuff, chew packets and betel. This section does not prohibit  
3485 the use of his or her own prescription products by a pupil.  
3486
- 3487 i) Committed an obscene act or engaged in habitual profanity or vulgarity.  
3488
- 3489 j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any  
3490 drug paraphernalia, as defined in Health and Safety Code 11014.5.  
3491
- 3492 k) Disrupted school activities or otherwise willfully defied the valid authority of  
3493 supervisors, teachers, administrators, other school officials, or other school  
3494 personnel engaged in the performance of their duties.  
3495
- 3496 l) Knowingly received stolen school property or private property.  
3497
- 3498 m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially  
3499 similar in physical properties to an existing firearm as to lead a reasonable person  
3500 to conclude that the replica is a firearm.  
3501
- 3502 n) Committed or attempted to commit a sexual assault as defined in Penal code 261,  
3503 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal  
3504 Code 243.4.  
3505
- 3506 o) Harassed, threatened, or intimidated a student who is a complaining witness or  
3507 witness in a school disciplinary proceeding for the purpose of preventing that  
3508 student from being a witness and/or retaliating against that student for being a  
3509 witness.  
3510
- 3511 p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug  
3512 Soma.  
3513
- 3514 q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision,  
3515 “hazing” means a method of initiation or preinitiation into a pupil organization or  
3516 body, whether or not the organization or body is officially recognized by an  
3517 educational institution, which is likely to cause serious bodily injury or personal  
3518 degradation or disgrace resulting in physical or mental harm to a former, current, or  
3519 prospective pupil. For purposes of this section, “hazing” does not include athletic  
3520 events or school-sanctioned events.  
3521

- 3522 r) Made terrorist threats against school officials and/or school property. For purposes  
3523 of this section, "terroristic threat" shall include any statement, whether written or  
3524 oral, by a person who willfully threatens to commit a crime which will result in  
3525 death, great bodily injury to another person, or property damage in excess of one  
3526 thousand dollars (\$1,000), with the specific intent that the statement is to be taken  
3527 as a threat, even if there is no intent of actually carrying it out, which, on its face  
3528 and under the circumstances in which it is made, is so unequivocal, unconditional,  
3529 immediate, and specific as to convey to the person threatened, a gravity of purpose  
3530 and an immediate prospect of execution of the threat, and thereby causes that  
3531 person reasonably to be in sustained fear for his or her own safety or for his or her  
3532 immediate family's safety, or for the protection of school property, or the personal  
3533 property of the person threatened or his or her immediate family.  
3534
- 3535 s) Committed sexual harassment, as defined in Education Code Section 212.5. For  
3536 the purposes of this section, the conduct described in Section 212.5 must be  
3537 considered by a reasonable person of the same gender as the victim to be  
3538 sufficiently severe or pervasive to have a negative impact upon the individual's  
3539 academic performance or to create an intimidating, hostile, or offensive educational  
3540 environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.  
3541
- 3542 t) Caused, attempted to cause, threaten to cause or participated in an act of hate  
3543 violence, as defined in subdivision (e) of Section 233 of the Education Code. This  
3544 section shall apply to pupils in any of grades 4 to 12, inclusive.  
3545
- 3546 u) Intentionally harassed, threatened or intimidated a student or group of students to  
3547 the extent of having the actual and reasonably expected effect of materially  
3548 disrupting class work, creating substantial disorder and invading student rights by  
3549 creating an intimidating or hostile educational environment. This section shall  
3550 apply to pupils in any of grades 4 to 12, inclusive.  
3551
- 3552 v) Engaged in an act of bullying, including, but not limited to, bullying committed by  
3553 means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261  
3554 of the Education Code , directed specifically toward a pupil or school personnel.  
3555
- 3556 w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction  
3557 or attempted infliction of physical injury to another person may be subject to  
3558 suspension, but not expulsion, except that a pupil who has been adjudged by a  
3559 juvenile court to have committed, as an aider and abettor, a crime of physical  
3560 violence in which the victim suffered great bodily injury or serious bodily injury  
3561 shall be subject to discipline pursuant to subdivision (1).  
3562
- 3563 2. Students must be expelled for any of the following acts when it is determined pursuant  
3564 to the procedures below that the pupil:  
3565
- 3566 a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other  
3567 dangerous object unless, in the case of possession of any object of this type, the  
3568 students had obtained written permission to possess the item from a certificated  
3569 school employee, with the Principal or designee's concurrence.  
3570

3571 If it is determined by the Governing Board that a student has brought a fire arm or  
3572 destructive device, as defined in Section 921 of Title 18 of the United States Code,  
3573 on to campus or to have possessed a firearm or dangerous device on campus, the  
3574 student shall be expelled for one year, pursuant to the Federal Gun Free Schools  
3575 Act of 1994.

3576  
3577 The term "firearm" means (A) any weapon (including a starter gun) which will or is  
3578 designed to or may readily be converted to expel a projectile by the action of an  
3579 explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or  
3580 firearm silencer; or (D) any destructive device. Such term does not include an  
3581 antique firearm.

3582  
3583 The term "destructive device" means (A) any explosive, incendiary, or poison gas,  
3584 including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant  
3585 charge of more than four ounces, (iv) missile having an explosive or incendiary  
3586 charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of  
3587 the devices described in the preceding clauses.

3588  
3589 A pupil may be suspended or expelled for acts that are enumerated in this section and related to  
3590 school activity or attendance that occur at any time, including, but not limited to, any of the  
3591 following:

- 3592 • While on school grounds
- 3593 • While going to or coming from school
- 3594 • During the lunch period whether on or off the campus
- 3595 • During, or while going to or coming from, a school sponsored activity

3596  
3597 GHCHS will notify LAUSD and any other applicable districts of any expulsions. Both suspension  
3598 and expulsion data will be included in GHCHS performance reports.

3599  
3600 Outcome data shall be maintained including suspension, expulsions and expulsions placements,  
3601 reinstatements and out of District expellees.

3602  
3603 **Alternatives**

3604 Alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or  
3605 otherwise absent from assigned school activities. Tardies and trancies are dealt with through the  
3606 GHCHS attendance policy and are not in and of themselves a student discipline issue.

3607  
3608 **Suspension Procedures**

3609 Suspensions from Class: A teacher-generated suspension from class is for the day of the act and  
3610 the following meeting of the class. The teacher shall immediately report the suspension to the  
3611 Dean, who will then report the suspension to the Executive Director. The pupil will be sent to the  
3612 Dean or an administrator for appropriate action, which may include suspension from school or  
3613 other disciplinary measures.

3614  
3615 Suspensions from school shall be initiated according to the following procedures:

- 3616 1) Informal Conference;
- 3617 2) Suspension shall be preceded, if possible, by an informal conference conducted by the  
3618 Executive Director or the Executive Director's designee with the pupil and his or her

- 3619 parent and, whenever practicable, the teacher, supervisor or school employee who  
3620 referred the pupil to the Executive Director.
- 3621 3) The conference may be omitted if the Executive Director or designee determines that  
3622 an emergency situation exists. An “emergency situation” involves a clear and present  
3623 danger to the lives, safety, or health of pupils or school personnel. If a pupil is  
3624 suspended without this conference, both the parent/guardian and pupil shall be notified  
3625 of the pupil’s right to return to school for the purpose of the conference.
- 3626 4) At the conference, the pupil shall be informed of the reason for the disciplinary action  
3627 and the evidence against him/her and shall be given the opportunity to present his/her  
3628 version and evidence in his/her defense.
- 3629 5) This conference shall be held within two school days, unless the pupil waives this right  
3630 or is physically unable to attend for any reason, including, but not limited to  
3631 incarceration or hospitalization.
- 3632 6) No penalties may be imposed on a pupil for failure of the pupils’ parent or guardian to  
3633 attend a conference with school officials. Reinstatement of the suspended pupil shall  
3634 not be contingent upon attendance by the pupil’s parent or guardian at the conference.
- 3635 7) Homework/missed assignments will be provided in accordance with the school’s  
3636 policy on homework and missed assignments.

3637  
3638

**Notice to Parents/Guardians**

3639 At the time of the suspension, a GHCHS employee shall make a reasonable effort to contact the  
3640 parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian  
3641 shall be notified in writing of the suspension. This notice shall state the specific offense committed  
3642 by the pupil. In addition, the notice may also state the date and time when the pupil may return to  
3643 school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to  
3644 the suspension, the notice may request that the parent/guardian respond to such requests without  
3645 delay.

3646  
3647

**Suspension Time Limits/ Recommendation for Expulsion**

3648 Suspensions, when not including a recommendation for expulsion, shall not exceed five (5)  
3649 consecutive school days per suspension, unless suspension is extended by the Executive Director  
3650 pending an expulsion hearing.

- 3651 1.) Suspension appeals may be heard by the Executive Director’s designee. The final decision on  
3652 a suspension rests with the Executive Director.
- 3653 2.) GHCHS is not subject to a maximum number of suspension days for general education  
3654 program students.

3655

3656 Upon recommendation of expulsion by the Executive Director, the pupil and pupil’s guardian or  
3657 representative will be invited to a conference to determine if the suspension for the pupil should be  
3658 extended pending an expulsion hearing. This determination will be made by the Executive  
3659 Director upon either of the following determinations: (1) the pupil’s presence will be disruptive to  
3660 the education process or (2) the pupil poses a threat or danger to others. Upon either  
3661 determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

3662  
3663

**Authority to Expel**

3664 A pupil may be expelled by the GHCHS Governing Board either following a noticed hearing  
3665 before the Board or upon the recommendation of an Expulsion Panel to be assigned by the  
3666 GHCHS Governing Board as needed. The Expulsion Panel may recommend expulsion of any  
3667 pupil found to have committed an expellable offense

3668

3669 EXPULSION PROCEDURES

3670

3671 1. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil  
3672 should be expelled. Unless postponed for good cause, the hearing shall be held within 30  
3673 school days after the Executive Director or designee determines that the pupil has  
3674 committed an expellable offense.

3675

3676 2. The expulsion hearing will be presided over by the Governing Board President or the chair  
3677 of the Expulsion Panel. In the event an administrative panel hears the case, it will make a  
3678 recommendation to the GHCHS Governing Board for a final decision whether to expel.  
3679 The hearing shall be held in closed session unless the pupil makes a written request for a  
3680 public hearing three (3) days prior to the hearing.

3681

3682 3. Written notice of the hearing shall be forwarded to the pupil and the pupil's  
3683 parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing  
3684 the notice, it shall be deemed served upon the pupil. The notice shall include the following:

3685

1) The date and place of the expulsion hearing

3686

2) A statement of the specific facts, charges, and offenses upon which the  
3687 proposed expulsion is based

3688

3) A copy of GHCHS's disciplinary rules which relate to the alleged violation

3689

4) Notification of the pupil's or parent/guardian's obligation to provide  
3690 information about the pupil's status at the school to any other school district  
3691 or school to which the pupil seeks enrollment.

3692

5) The opportunity for the pupil or the pupil's parent/guardian to appear in  
3693 person or to employ and be represented by counsel or an advocate.

3694

6) The right to inspect and obtain copies of all documents to be used at the  
3695 hearing

3696

7) The opportunity to confront and question all witnesses who testify at the  
3697 hearing

3698

8) The opportunity to question all evidence presented and to present oral and  
3699 documentary evidence on the pupil's behalf including witnesses.

3700

3701

**Record of Hearing**

3702

A record of hearing shall be made and may be maintained by any means, including electronic  
3703 recording, as long as reasonably accurate and complete written transcription of the proceedings  
3704 can be made.

3705

3706

**Presentation of Evidence**

3707

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted  
3708 and used as proof only if it is the kind of evidence on which reasonable persons can rely in the  
3709 conduct of serious affairs. A recommendation by the Expulsion Panel to expel must be supported  
3710 by substantial evidence that the pupil committed the expellable offense.

3711

3712

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is  
3713 admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be  
3714 admitted as testimony from witnesses of whom the GHCHS Governing Board, Panel, or designee  
3715 determines that disclosure of their identity or testimony at the hearing may subject them to an  
3716 unreasonable risk of physical or psychological harm.

3717

3718 If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the  
3719 charge is committing or attempting to commit a sexual assault or committing a sexual battery as  
3720 defined in Education Code Section 48900, a complaining witness shall have the right to have  
3721 his/her testimony heard in a session closed to the public.  
3722

3723 The decision of the Expulsion Panel shall be in the form of a written recommendation to the  
3724 GHCHS Governing Board, who will make a final determination regarding the expulsion. The final  
3725 decision by the GHCHS Governing Board shall be made within ten (10) school days following the  
3726 conclusion of the hearing.  
3727

### 3728 **Written Notice to Expel**

3729 The Executive Director or designee following a decision of the GHCHS Governing Board to expel  
3730 shall send written notice of the decision to expel, including the Board's findings of fact, to the  
3731 pupil or parent/guardian. This notice shall include the following:

- 3732 a.) Notice of the specific offense committed by the pupil
- 3733 b.) Notice of the pupil's or parent/guardian's obligation to inform any new district in  
3734 which the pupil seeks to enroll of the pupil's status with GHCHS
- 3735 c.) The reinstatement eligibility review date
- 3736 d.) A copy of the rehabilitation plan  
3737

3738 The Executive Director or designee shall send written notice of the decision to expel to the pupil's  
3739 district of residence, and the Chartering District (LAUSD) This notice shall include the following:

- 3740 a.) The pupil's name
- 3741 b.) The specific expellable offense committed by the pupil
- 3742 c.) Disciplinary Records  
3743

### 3744 **Records and Reporting**

3745 GHCHS shall maintain records of all pupil suspensions and expulsions at the school. Both  
3746 suspension and expulsion data shall be made available for LAUSD's review upon request and  
3747 shall be included in GHCHS performance reports. Prior to the recommendation to suspend or  
3748 expel a pupil, the Executive Director or designee shall, in accordance with E.C. Section 48902,  
3749 notify the local law enforcement authority if certain specified acts have been committed by the  
3750 pupil. Specified acts include the following:

- 3751 • Assault with a deadly weapon (Penal Code Section 245);
- 3752 • Possession or sale of narcotics or a controlled substance;
- 3753 • Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- 3754 • Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches,  
3755 folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun  
3756 gun, BB or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)  
3757

### 3758 **Expelled Pupils/Alternative Education**

3759 Pupils who are expelled shall be responsible for seeking alternative education programs including  
3760 but not limited to programs within the County or the student's district of residence GHCHS will  
3761 work with the district from which an expelled pupil originated on an interim placement at another  
3762 school.  
3763

3764 If a student is under an expulsion order from another school district (LEA), all information must  
3765 be provided to the GHCHS Expulsion Panel for review. The GHCHS Expulsion Panel will



3766 determine if enrollment will be granted. A written notification of the decision shall be provided to  
3767 the student.

3768

3769 An expulsion recommendation not upheld by the GHCHS Governing Board shall entitle the  
3770 student's return to GHCHS.

3771

3772

3773

3774 **Rehabilitation Plans**

3775 Pupils who are expelled from GHCHS shall be given a rehabilitation plan upon expulsion as  
3776 developed by the GHCHS Governing Board at the time of the expulsion order, which may include,

3777 but is not limited to, periodic review as well as assessment at the time of review for readmission.

3778 The rehabilitation plan should include a date not later than one year from the date of expulsion  
3779 when the pupil may reapply to the GHCHS for readmission.

3780

3781 **Readmission**

3782 The decision to readmit a pupil or to admit a previously expelled pupil from another school district  
3783 or charter school shall be in the sole discretion of the GHCHS Governing Board following a

3784 meeting with the Executive Director or designee to determine whether the pupil has successfully  
3785 completed the rehabilitation plan and to determine whether the pupil poses a threat to others or

3786 will be disruptive to the school environment. The pupil/parents shall have an opportunity during  
3787 this meeting to present information. The Executive Director shall make a recommendation to the

3788 GHCHS Governing Board following this meeting. The pupil's readmission is also contingent upon  
3789 the capacity of GHCHS at the time the pupil seeks readmission.

3790

3791 **Special Education Discipline Language for Charter Petitions**

3792 In the case of a student who has an IEP, or a student who has a 504 Plan, the GHCHS will ensure  
3793 that it follows the correct disciplinary procedures to comply with the mandates of state and federal

3794 laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the  
3795 MOU regarding special education between the District and GHCHS, an IEP team, including a

3796 District representative, will meet to conduct a manifestation determination and to discuss  
3797 alternative placement utilizing the District's Policies and Procedures Manual. Prior to

3798 recommending expulsion for a student with a 504 Plan, the Executive Director or designee will  
3799 convene a Link Determination meeting to ask the following two questions: A) Was the

3800 misconduct caused by, or directly and substantially related to the student's disability? B) Was the  
3801 misconduct a direct result of the School's failure to implement the 504 Plan?

3802

## **ELEMENT 11 RETIREMENT PROGRAMS**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement system, or federal social security.  
California Education Code Section 47605 (b) (5) (K)*

3803

### **Mandatory Benefits for all Full-Time Staff Members**

3804 GHCHS will continue to provide mandatory benefits in accordance to the law. These include:

- 3805 • Workers' Compensation Insurance (to be re-bid each year with an A-rated Company)
- 3807 • Unemployment Insurance
- 3808 • Medicare
- 3809 • Social Security, if applicable

3810

### **Health Benefits**

- 3811 • GHCHS will provide eligible employees with a comprehensive health benefits package
- 3813 (medical, dental and vision).

3814

3815 Eligibility for health benefits is referenced in the GHCHS Staff handbook and, where applicable,  
3816 in a collective bargaining agreement.

3817

### **STRS**

3819 All full-time, certificated employees of GHCHS will continue to be with STRS. Employees will  
3820 contribute the required percentage and the GHCHS will contribute the employer's portion. All  
3821 withholdings from employees and from the GHCHS will be forwarded to the STRS fund as  
3822 required. Employees will accumulate service credit years in the same manner as all other  
3823 members of STRS. For instance, if an employee has worked for the sponsoring district for five  
3824 years, and another four years in GHCHS, he/she will have accumulated a total of nine years of  
3825 service credit towards retirement from STRS. STRS contributions will be reported through the  
3826 appropriate STRS-approved agency.

3827

### **PERS**

3829 All current classified employees of GHCHS will continue with PERS. Employees and GHCHS  
3830 will contribute the required rate as designated by PERS. All withholdings will be forwarded to the  
3831 PERS fund as required. Employees will accumulate service credit years in the same manner as all  
3832 other members of PERS. For instance, if an employee has worked for the sponsoring district for  
3833 five years, and another four years for GHCHS, he/she will have accumulated a total of nine years  
3834 of service credit towards retirement from PERS. Social Security payments will be contributed for  
3835 all qualifying PERS members. PERS contributions will be reported through the appropriate PERS  
3836 approved-agency.

3837

### **PARS**

3839 GHCHS will continue to participate in the Public Agency Retirement System for non-PERS/STRS  
3840 eligible part-time employees.

3841

### **Illness/Personal Necessity Days**

3843 GHCHS will accept and assume the financial liability for all unused illness days previously  
3844 accrued by employees who have resigned from a California school district to join GHCHS.

3845 **Certificated Employees**

3846 All teachers at GHCHS will earn illness/release days each school year at the rate defined in the  
3847 GHCHS staff handbook and/or the relevant CBA.

3848

3849 **Classified Employees**

3850 All qualifying classified employees will accrue illness and vacation days per provisions  
3851 enumerated in the GHCHS staff handbook.

3852

3853 **Vacation Days**

3854 Qualifying certificated and classified employees will receive vacation days credit as outlined in  
3855 the GHCHS staff handbook and/or consistent with any applicable CBA.

3856

3857 **Paid Legal Holidays**

3858 The schedule of GHCHS paid holidays is available in the school's Staff Handbook.

3859

3860 **Employees Not Remaining At Granada Hills Charter High School**

3861 GHCHS employees may voluntarily resign or be terminated by the Governing Board. Depending  
3862 on their status with the sponsoring District, they may or may not have a "right of return." Request  
3863 for return to the LAUSD during the period of the leave may be granted by the LAUSD, at its sole  
3864 discretion, based upon the needs of the LAUSD and subject to a CBA when applicable.

3865

3866 **Seniority**

3867 The seniority date for pre-charter GHCHS employees will be the same as what they have with the  
3868 sponsoring district. Seniority for all new employees hired after July 1, 2003 begins upon the date  
3869 of employment with GHCHS and adheres to policy outlined in the GHCHS Staff Handbook  
3870 and/or applicable collective bargaining agreement.

3871

3872 **Leaves**

3873 GHCHS has developed its own leave policy consistent with applicable collective bargaining  
3874 agreements and/or California Law. The entire GHCHS leave policy can be found in the GHCHS  
3875 Staff Handbook. The handbook is distributed annually to all employees and the receipt  
3876 acknowledging review and acceptance is kept on file in the Main Office. All newly hired  
3877 employees receive the handbook on the first day of employment.

3878

## ELEMENT 12 ATTENDANCE ALTERNATIVES

*The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.  
California Education Code Section 47605 (b) (5) (L)*

3879

3880

If a student in the former attendance area chooses to opt-out of GHCHS, he/she will contact the local LAUSD district office to determine the nearest district school with available space.

3881

3882

3883

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Ed. Code § 47605 (b)(5)(L)”

3884

3885

3886

- The address of GHCHS is 10535 Zelzah Avenue, Granada Hills, California, 91344

3887

- The phone number of GHCHS is 818/360.2361.

3888

- The contact person for GHCHS is Brian Bauer, Executive Director.

3889

- The number of rooms at GHCHS will be determined and reflected in the Lease Agreement.

3890

- The grade configuration is 9-12

3891

- The number of students in the first year will be approximately 4200.

3892

- The grade level(s) of the students the first year will be 9-12.

3893

- The opening date of the charter school was July 1, 2003.

3894

- The admission requirements as defined in the petition. Preference is provided to those students who reside in the pre-charter attendance area.

3895

3896

- The operational capacity will be determined and reflected in the Lease Agreement.

3897

- The instructional calendar will be: August 17, 2009 – June 4, 2010

3898

- The bell schedule for the charter school will be 7:07 – 3:14, Period 0 through Period 6

3899

- If space is available, traveling students will have the option to attend.

3900

3901

Pupils who choose not to attend GHCHS may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

3902

3903

3904

## **ELEMENT 13**

### **EMPLOYEE RIGHTS**

*A description of the rights of any 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 the employment at a charter school.*

*California Education Code Section 47605 (b) (5) (M)*

3905

3906 Current staff members are considered employees of GHCHS. Certificated staff members rights are  
3907 enumerated in the appropriate collective bargaining agreement and MOU's. Other employees'  
3908 rights, including classified and administrative, are addressed in the GHCHS staff handbook.

3909

3910 If a reduction in staff is needed due to a change in enrollment or a change in the educational  
3911 program design, the Executive Director, subject to approval of the GHCHS Governing Board, and  
3912 where appropriate in accordance with the collective bargaining agreement, will determine which  
3913 positions are no longer needed. If two staff members have the same seniority and neither  
3914 volunteers to leave, the GHCHS Governing Board will consider the needs of the school program  
3915 and the combined LAUSD and charter seniority of each staff member and decide which employee  
3916 will be retained.

3917

3918 All employees at GHCHS who qualify for membership in any of the non-certificated or  
3919 certificated employee associations will have the right to membership. These employee  
3920 associations will have the right to collect membership dues from their members. Former District  
3921 employees must consult with the District to determine their eligibility for leave.

3922

3923 All provisions pertaining to leave and return rights for LAUSD union employees will be granted to  
3924 certificated and classified employees in accordance with current collective bargaining agreements.

3925 **Disputes with the District**

3926 The staff and governing board members of GHCHS agree to attempt to resolve all disputes  
3927 regarding this charter pursuant to the terms of this section. Unless required by law both will refrain  
3928 from public commentary regarding any disputes until the matter has progressed through the  
3929 dispute resolution process.

3930

3931 Any controversy, claim, or dispute arising out of or relating to the charter agreement except any  
3932 controversy or claim that in any way related to revocation of this charter, between the District and  
3933 GHCHS shall be handled first through an informal process in accordance with the procedures set  
3934 forth below:

3935

3936 Any controversy, claim or dispute arising out of or relating to the charter agreement, except any  
3937 controversy or claim that in any way related to revocation of this charter, must be submitted in  
3938 writing (“Written Notification”). The Written Notification must identify the nature of the dispute  
3939 and any supporting facts. The Written Notification may be tendered by personal delivery, by  
3940 facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally  
3941 delivered, upon date of delivery to the address of the person to receive such notice if delivered by  
3942 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon  
3943 electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S.  
3944 Mail. Written Notifications shall be addressed as follows:

3945

3946 Granada Hills Charter High School  
3947 Brian Bauer, Executive Director  
3948 10535 Zelzah Avenue  
3949 Granada Hills, CA 91344

3950

3951 Director of Charter Schools  
3952 Los Angeles Unified School District  
3953 333 S. Beaudry Avenue  
3954 Los Angeles, CA 90017

3955

3956 A written response (“Written Response”) shall be tendered to the other party within 20 business  
3957 days from the date of receipt of the Written Notification. The parties agree to schedule a  
3958 conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”).  
3959 The Issue Conference shall take place within fifteen (15) business days from the date the Written  
3960 Response is received by the other party. The Written Response may be tendered by personal  
3961 delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if  
3962 personally delivered, upon date of delivery to the address of the person to receive such notice if  
3963 delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by  
3964 facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after  
3965 deposit in the U.S. Mail.

3966

3967 If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue  
3968 Conference, then either party may request that the matter be resolved by mediation. Each party  
3969 shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the  
3970 administrative fees of the mediation shall be shared equally among the parties. Mediation  
3971 proceedings shall commence within 120 days from the date of the Issue Conference. The parties  
3972 shall mutually agree upon the selection of a mediator to resolve the controversy or claim at  
3973 dispute. The mediator may be selected from the approved list of mediators prepared by the

3974 American Arbitration Association. Mediation proceedings must be administered in accordance  
3975 with the mediation rules or guidelines of the American Arbitration Association.  
3976

3977 If mediation is not successful, then the parties agree to settle the controversy, claim or dispute by  
3978 non-binding arbitration conducted by a single arbitrator in accordance with the rules or guidelines  
3979 of the American Arbitration Association. The arbitrator must be an active member of the  
3980 California State Bar or a retired judge of the state or federal judiciary of California. Each party  
3981 shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the  
3982 administrative fees of the arbitration shall be shared equally among the parties.  
3983

3984 Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by  
3985 such other party in compelling arbitration of any controversy, claim, or dispute.  
3986

3987 **Uniform Complaint Procedures**

3988 GHCHS will designate at least one employee to coordinate its efforts to comply with and carry out  
3989 its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section  
3990 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint  
3991 filed with GHCHS alleging it noncompliance with these laws or alleging any actions which would  
3992 be prohibited by these laws. GHCHS will notify all its students and employees of the name, office  
3993 address, and telephone number of the designated employee or employees.  
3994

3995 GHCHS will adopt and publish grievance procedures providing for prompt and equitable  
3996 resolution of student and employee complaints alleging any action, which would be prohibited by  
3997 Title IX or Section 504.  
3998

3999 GHCHS will implement specific and continuing steps to notify applicants for admission and  
4000 employment, students and parents, employees, and all unions or professional organizations holding  
4001 collective bargaining or profession agreements, that it does not discriminate on the basis of sex or  
4002 mental or physical disability in the educational program or activity which it operates and that it is  
4003 required by Title IX and Section 504 not to discriminate in such a manner.  
4004

## **ELEMENT 15 EMPLOYER STATUS AND COLLECTIVE BARGAINING**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of The Educational Employment Relations Act.  
California Education Code Section 47605 (b) (5) (O)*

4005

4006 GHCHS shall be deemed the exclusive public school employer of the employees of the charter  
4007 school for the purposes of the Education Employment Relations Act as specified in Chapter 10.7  
4008 (commencing with Section 3540) of Division 4 of Title 1 of the California State Education Code  
4009 [47611.5(b)] and shall adhere to EERA and any other applicable laws. In accordance with this  
4010 code, GHCHS employees have the right to join organizations of their choice, to be represented by  
4011 such organizations in their professional and employment relationships with public school  
4012 employers, to select one employee organization as the exclusive representative of the employees in  
4013 an appropriate unit, and to afford certificated employees a voice in the formulation of educational  
4014 policy.

4015

4016 Excluding all substitute teachers, supervisory and management employees, GHCHS recognizes  
4017 UTLA as the exclusive representative for purposes of meeting and negotiating for certificated  
4018 employees at GHCHS. If at any time union representation for GHCHS employees change from  
4019 UTLA, GHCHS will act accordingly in compliance with the EERA.

4020

4021 In addition to recognizing the Agreement(s) negotiated directly between GHCHS and UTLA,  
4022 GHCHS adopts and incorporates the complete terms of the then current LAUSD-UTLA  
4023 Agreement, except for those exceptions or subsequent agreements negotiated between the GHCHS  
4024 and UTLA. Until a complete independent Agreement is reached between GHCHS and UTLA, the  
4025 term "Agreement" or "Contract" shall reference both the applicable provisions of the LAUSD-  
4026 UTLA Agreement and all agreements directly between the parties, including attached Appendices  
4027 and Memoranda of Understanding

4028



## ELEMENT 16 CHARTER SCHOOL CLOSING

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 student records. The Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.  
California Education Code Section 47605 (b) (5) (P)*

4029

4030 If GHCHS ceases operation as a charter school, it shall revert back to its prior status as a school of  
4031 LAUSD for all purposes.

4032

4033 The Board of GHCHS shall notify parents of any action taken by the Board of GHCHS and/or  
4034 LAUSD to discontinue the operation of GHCHS as a charter school. A final audit shall be  
4035 conducted to determine the assets and liabilities of GHCHS. Any net assets will revert to the  
4036 District. A timely transfer of student records to the receiving schools will be made by GHCHS,  
4037 for those students not eligible to remain at the location of the GHCHS due to LAUSD boundaries  
4038 and attendance policies. Any decision to transfer students from the GHCHS will be conducted in  
4039 conjunction with consultation with LAUSD, who may decide to allow students to complete the  
4040 school year at the GHCHS location which has reverted to an LAUSD school, unless the transfers  
4041 are at the request of the students' parents/guardians/caregivers.

4042

### 4043 **Charter Renewal**

4044 The Charter School must submit its renewal petition to the District's Charter Schools Division no  
4045 earlier than September of the year before the charter expires. Charter school shall submit its  
4046 renewal petition in accordance with the District processes and applicable law as it pertains to  
4047 charter schools.

4048

### 4049 **Closure Procedures**

4050 The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the  
4051 school close for any reason. The decision to close GHCHS either by the GHCHS governing  
4052 Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall  
4053 be deemed to have been automatically made when any of the following occur: the charter is  
4054 revoked or non renewed by the LAUSD Board of Education; the charter school board votes to  
4055 close the school; or the charter lapses. In the event of such a Closure Action, the following steps  
4056 are to be implemented:

4057

4058 1. Written notification to parents/guardians/caregivers of the enrolled students of the GHCHS  
4059 will be issued by GHCHS within 72 hours after the determination of a Closure Action. A  
4060 sample copy of the language used in the written notification is also to be made to LAUSD  
4061 within the same time frame.

4062

4063 a. The written notification will also include information on assistance in  
4064 transferring each student to another appropriate school, and a process for the  
transfer of all student records.

- 4065                    b. The process for transferring student records to the receiving schools shall be  
4066                    in accordance with LAUSD procedures for students moving from one school  
4067                    to another.
- 4068                    c. Parents will also be provided with student information that includes closure  
4069                    notice, grade reports, discipline records, immunization records, completed  
4070                    coursework and credits that meet graduation requirements.
- 4071
- 4072                    2. Written notification to LAUSD of the list of returning students and their home schools, to  
4073                    be made within 72 hours of the determination of the Closure Action.
- 4074
- 4075                    4. Transfer of student records to the receiving schools, within seven calendar days from the  
4076                    determination of an Action to Close.
- 4077
- 4078                    5. Written notification to the California Department of Education and the Los Angeles  
4079                    County Office of Education of the Closure Action shall be made by the GHCHS by  
4080                    registered mail within 72 hours of the decision to Closure Action.
- 4081
- 4082                    6. The GHCHS shall allow LAUSD access, inspection and copying of all school records,  
4083                    including financial and attendance records, upon written request by LAUSD.
- 4084
- 4085                    7. A financial closeout audit of the school will be paid for by the GHCHS to determine the  
4086                    disposition of all assets and liabilities of the charter school, including plans for disposing  
4087                    of any net assets. The final independent audit shall be completed within six months after  
4088                    the closure of the school. This audit will be conducted by a neutral, independent licensed  
4089                    CPA who will employ generally accepted accounting principles. Any liability or debt  
4090                    incurred by [Charter School] will be the responsibility of the GHCHS and not LAUSD.  
4091                    GHCHS understands and acknowledges that GHCHS will cover the outstanding debts or  
4092                    liabilities of GHCHS. Any unused monies at the time of the audit will be returned to the  
4093                    appropriate funding source. GHCHS understands and acknowledges that only unrestricted  
4094                    funds will be used to pay creditors. Any unused AB 602 funds will be returned to the  
4095                    District SELPA, and other categorical funds will be returned to the source of funds.
- 4096
- 4097                    8. For six calendar months from the Closure Action or until budget allows, whichever comes  
4098                    first, sufficient staff as deemed appropriate by the GHCHS Board, will maintain  
4099                    employment to take care of all necessary tasks and procedures required for a smooth  
4100                    closing of the school and student transfers.
- 4101
- 4102
- 4103                    9. The GHCHS Board shall adopt a plan for wind-up of the school and, if necessary, the  
4104                    corporation, in accordance with the requirements of the Corporations Code.
- 4105
- 4106                    10. In addition to a final audit, GHCHS will also submit any required year-end financial  
4107                    reports to the California Department of Education and LAUSD, in the form and time frame  
4108                    required. GHCHS shall also take any other necessary steps required by law at the time of  
4109                    closure.
- 4110
- 4111                    11. If the charter school is a nonprofit corporation, the corporation does not have any other  
4112                    functions than operation of the charter school, the corporation will be dissolved according  
4113                    to its bylaws.

- 4114 a. The corporation’s bylaws will address how assets are to be distributed at the  
4115 closure of the corporation.  
4116 b. A copy of the corporations bylaws containing the information on how assets are to  
4117 be distributed at the closure of the corporation, are to be provided to LAUSD prior  
4118 to approval of this Petition.  
4119

4120 This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter  
4121 or any other act or event that would end GHCHS right to operate as a charter school or cause  
4122 GHCHS to cease operation. GHCHS and District agree that, due to the nature of the property and  
4123 activities that are the subject of this petition, the District and public shall suffer irreparable harm  
4124 should charter school breach any obligation under this Element 16. The District, therefore, shall  
4125 have the right to seek equitable relief to enforce any right arising under this Element 16 or any  
4126 provision of this Element 16 or to prevent or cure any breach of any obligation undertaken,  
4127 without in any way prejudicing any other legal remedy available to the District. Such legal relief  
4128 shall include, without limitation, the seeking of a temporary or permanent injunction, retraining  
4129 order, or order for specific performance, and may be sought in any appropriate court.  
4130

4131 **Facilities**

4132 If GHCHS fails to submit a certificate of occupancy from appropriate authorizing agency to the  
4133 District not less than 45 days before the school is scheduled to open, it may not open unless an  
4134 exception is made by the Charter Schools Division. If GHCHS moves or expands to another  
4135 facility during the term of this charter, GHCHS shall provide a certificate of occupancy from  
4136 appropriate authorizing agency to the District for each facility at least 45 days before school is  
4137 scheduled to open in the facility or facilities. GHCHS shall not open in any location for which it  
4138 has failed to timely provide a certificate of occupancy to the District, unless an exception is made  
4139 by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the  
4140 interpretation, application, and enforcement of this provision are not subject to the  
4141 Dispute Resolution Process (Element 14).  
4142

4143 **Independent Conversion Charter Closing Language**

- 4144
- 4145 • GHCHS will revert back to an LAUSD school
  - 4146 • A timely transfer of student records to the receiving schools will be made by GHCHS, for those  
4147 students not eligible to remain at the location of the GHCHS, due to LAUSD boundaries and  
4148 attendance policies. Any decision to transfer students from the GHCHS will be conducted in  
4149 conjunction with consultation with LAUSD, who may decide to allow student to complete the  
4150 school year at the GHCHS location which has reverted to an LAUSD school, unless the transfers  
4151 are at the request of the students’ parents/guardians/caregivers.  
4152  
4153

4154 APPENDIX

4155

4156 Board Discretion

4157 At the time of renewal, the LAUSD Charter Schools Division will present an analysis of its  
4158 findings, with a recommendation for action. The determination of whether a charter will be  
4159 renewed will be based upon the requirements of the Education Code and is within the purview of  
4160 the Board determination.