

# Granada Hills Charter High School

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.

## A Charter School Petition for Renewal

Originally Submitted to the  
Los Angeles Unified School District  
November 2003  
Final Revisions March 2004

## AFFIRMATIONS

The Granada Hills Charter High School (“GHCHS” or “Charter School”) shall comply with **all applicable State and Federal laws** including, but not limited to the following:

- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, perceived sexual orientation, home language, or disability.
- The Charter School shall admit all pupils who wish to attend the School subject only to capacity.
- The Charter School shall comply with the Brown Act.
- The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Act.
- The Charter School shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- The Charter School shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- The Charter School shall comply with all applicable laws related to the maintenance of pupil records including but not limited to the Family Educational Rights and Privacy Act ("FERPA").
- The Charter School shall meet all state standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment, including the requirement that pupils over the age of 19 be continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with Education Code Section 47611.
- The Charter School shall comply with Education Code Section 41365.
- This Charter is expected to go into effect July 1, 2004. All references to State and Federal law by section number date to May 1, 2004.
- No child shall be required to attend the Charter School, nor shall any employee be required to work at the Charter School.

## **PREVIEW**

As an independent charter school, Granada Hills Charter High School has the flexibility to develop and sustain innovative programs and practices that will promote student success and well being, improve the working conditions of all employees, and develop partnerships with our community, businesses and universities. The increased autonomy and revenue that comes with being an independent charter school will inspire our creative spirit, allowing our students and staff to perform at higher levels and our community to be more actively involved in our progress.

Throughout our charter journey, we have asked ourselves the following question: “What will we do differently as a charter school?” We believe the programs and practices listed below, which are further enumerated in this petition, not only demonstrate how we will be different but how we will be better:

Last year with our initial charter petition, we outlined some bold steps that we would take over a five-year period would demonstrate how GHCHS would be different and improved. While we did not receive a five-year charter, we have made significant progress toward our goals in the three months since we have opened as a charter school.

- In our initial charter petition, we stated we would assist the LAUSD with the high school housing problem by strategically increasing our enrollment up to 4,000 students during the next five years without converting to a multi-track calendar.

### **As a charter school, we have done the following:**

- Increased student enrollment from 3853 (3410 + 440 (magnet) on October 5, 2002 to 3934 (3497 + 437(magnet)) on September 24, 2003, an increase of 81 enrolled students.
  - Exceeded the LAUSD-established operating capacity of 3905 for the 2003-04 school year.
  - Identified 30 percent of our student body as eligible for free and reduced meals, up from 17 percent during the 2002-03 school year.
  - Instituted period-by-period attendance taking through a computer-based program available on each teacher’s classroom computer.
- In our initial charter petition, we stated we would develop a Standards-Based Report Card in which teacher comments and the student’s overall grade reflect the student’s progress toward proficiency in the skills and content embedded in the course Standards.

### **As a charter school, we have done the following:**

- Formed an exploratory sub-committee responsible to the Curriculum and Instruction Standing Committee to investigate the viability of a Standards-Based Report Card.
- Added a parent access website for parents to access their own student’s grades and attendance.
- Included a design discussion of the Standards-Based Report Card on our first professional development Banked Day.
- Developed additional standards-based core and benchmark assignments and assessments in department meetings and on the first Banked Day.
- Added a computer-based grading system that allows teachers to enter student assignments and grades.

- In our initial charter petition, we stated we would implement an eight (8) period day, with Periods 0, 7, and 8, allowing for an additional 200 students. This program, in conjunction with a variety of intensive academic support courses and workshops, will be a focal point of our commitment to close the achievement gap.

**As a charter school, we have done the following:**

- Offered 0 and 7<sup>th</sup> period courses in Physical Education, Art (Digital Imaging, Animation, Ceramics), Web Design, Robotics, Music (Marching Band, Choir), and Food Service Management as well as academic support courses in Reading and Algebra.
  - Extended School Library Media Center hours Monday through Thursday.
  - Expanded Adult School Learning Center courses to allow students to make up credit deficiencies.
  - Extended after school classes through the Los Angeles Pierce College Outreach Program.
- In our initial charter petition, we stated we would alter the school calendar, beginning the academic year on or about August 19, 2003 and ending on or about June 3, 2004. Such a change will allow for the first semester to end before winter break and the development of a performance based intervention/enrichment session during winter break for those students needing assistance prior to the beginning of the second semester.

**As a charter school, we have done the following:**

- Began the Fall 2003 semester on August 19, 2003 with an August 18 Pupil-Free Day. The Fall Semester will end on December 19 allowing for a 3 week Winter Break and Intersession. The Spring Semester will begin on January 12 and end on June 4.
  - Planned Winter Intersession courses in Reading and Algebra academic support during the week of January 5-9. In addition, 9<sup>th</sup> grade Magnet and Traveling Students will participate in a 4-hour per day Academy of Reading and Math Program designed to reinforce and extend academic skills.
- In our initial charter petition, we stated we would expand the traditional summer school from its current 10-credit 6-week session to a schedule that more closely resembles the amount of instructional time devoted to a yearlong course.

**As a charter school, we have done the following:**

- The Scheduling sub-committee of the Curriculum and Instruction Standing Committee is currently investigating the development of an extended summer session from June 14 – August 14. This will include intensive 2-week modules as well as the more traditional timeframe.
- In our initial charter petition, we stated we would convert the 16 banked Tuesdays into four (4) full professional development days spread throughout the year. Our staff development focus will be on increasing teacher capacity in literacy and numeracy, as well as standards and performance-based instruction and assessment aligned to our report card initiative.

**As a charter school, we have done the following:**

- Converted the 16 banked Tuesdays into 4 full pupil-free professional development days, September 2, November 26, February 2 and April 30.
  - Formed and designed the duties of an ad hoc Professional Development Committee under the supervision of the Curriculum and Instruction Standing Committee.
  - Incorporated workshops for teachers on technology integration, SDAIE strategies, at risk student needs, small learning communities, standards-based lessons, the C-SPAN research-based curriculum, the needs of deaf and hard of hearing students, CPR, Advanced Placement course strategies, and other workshops personalized to teacher professional development needs on the first Banked Day.
  - Planned the November 26 Banked Day based on teacher evaluation of the September 2 Banked Day and professional development requests based on a Teacher Professional Development Self-Assessment Survey to include workshops on interdisciplinary projects, teaching research skills, writing across the curriculum, math and science integration, graduate outreach, literacy strategies and other topics.
  - Designed and budgeted for a mentor teacher program and activated mentor and NBC teachers to mentor new teachers and provide professional development activities.
  - Developed a process for conference attendance aligned with each teacher's Professional Development Plan under the supervision of the ad hoc Professional Development Committee and the Curriculum and Instruction Standing Committee.
- In our initial charter petition, we stated we would reach the goal of lowering class size to PHBAO school equivalents.

**As a charter school, we have done the following:**

- Lowered the school average class size to 36:1 including those courses designated under State Class Size Reduction mandates to 20:1 by purchasing the equivalent of 16 additional teacher positions.
  - Added a certificated intervention coordinator who works with at-risk students who are assigned to the class. Course includes individual take-in interview, diagnostic tests, and a curricular contract. Although the emphasis is on English/language arts and mathematics skills, students receive support in other content areas. The approach is one focusing on counseling, teaching positive success strategies, tutoring, parent involvement and learning how to make good choices. The classroom stores standards-based textbooks and parents are contacted when students are absent.
  - Added a Special Education Coordinator and a Psychiatric Social Worker and lowered student: counselor ratios to 400:1 to provide more personalized services to students
- In our initial charter petition, we stated we would expand smaller learning communities especially targeting our 9<sup>th</sup> grade population, replicating successful models like Humanitas, New Media and AVID.

**As a charter school, we have done the following:**

- Expanded entertainment industry partnerships and intern opportunities for students in the Humanitas/New Media Academy and increased enrollment by adding grade 9. For 2004-2005, a Teacher Academy and a Music Academy will be available for students grade 9-12.

- Formed a Small Learning Community sub-committee of the Curriculum and Instruction Standing Committee to investigate research-based models.
  - Began to develop interdisciplinary math-science and English-social studies units with teachers in these departments to connect learning and provide for teacher mentoring.
  - Included discussion of small learning communities in professional development activities.
  - Began to develop a required 9<sup>th</sup> grade Science and Math component for all students. Students in the Freshman Pod will work as a team with their instructors as part of a small learning community.
- In our initial charter petition, we stated we would develop an accelerated, three-year high school diploma that prepares eligible students for post-secondary options and creates up to 250 additional seats.

**As a charter school, we have done the following:**

- Planned to recruit incoming students in the spring semester during articulation meetings with local middle schools and at 9<sup>th</sup> Grade Articulation Night for the three-year high school diploma. Diploma requirements are under development by the Student Services Standing Committee and the Counseling Office.
  - Held initial meetings with Los Angeles Pierce College to develop a program in which forty students per year will be admitted to the Pierce Honors Program and be eligible for a simultaneous GHCHS diploma and an Associate of Arts Degree from the Pierce College Honors Program allowing for upper division matriculation to a four-year university.
  - Increased Community College offerings on the GHCHS campus.
- In our initial charter petition, we stated we would develop a Research Based Curriculum strand, grades 9-12, modeled after scientific inquiry, in which students are exposed to and develop research skills such as journal/article publication, and participate in university or company laboratory work as well as service learning. These activities during grades 9-12 would culminate in a required senior research project.

**As a charter school, we have done the following:**

- Connected Senior English and Economics classes to teach research and career skills necessary as part of the required senior research project. The Career Advisor is coordinating the senior project with senior portfolios and the service-learning component.
- Added additional academic courses and sections (i.e. Geography, Geology, AP Human Geography and AP European History), which will introduce skills that will enable students to be successful in a research-based curriculum.

**In addition, as a charter school, we have done the following:**

- Permitted students to apply Community College credits to their high school transcript and toward graduation.
- Allowed Foreign Language to be substituted for the technical arts graduation requirement.
- Added a full-time, third discipline dean and the equivalent of a full-time second nurse.

- Added a full-time, Pupil Personnel Services credentialed Career and Transition Special Needs Counselor.
- Added ROP classes such as Food Management, Culinary Arts, and Reprographic Entrepreneur classes.
- Maintained a full-time Attendance Dean.
- Increased technical support to manage our Digital High School and network computer system.
- Implemented on-line, period-by-period attendance taken in the classroom.
- Offered an on-line parent resource by which parents are able to access real-time attendance and grades for their student.
- Increased our API by 20 points from 743-763 and met all subgroup targets, including socio-economically disadvantaged students.
- Increased the number of Advanced Placement course offerings/sections.
- Increased student in-seat attendance during the first three months of this school year to 96.1 percent from 95.2 percent for the 2002-03 school year.

ELEMENT 1  
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)*

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

3  
4 We the students, teachers, administrators, staff and parents of Granada Hills Charter High School  
5 wish to build on the success of our top performing public school, by developing it into a model 21<sup>st</sup>  
6 Century Charter High School.

7  
8 Our goals are to further develop the academic standards and opportunities on campus, operate  
9 economically and efficiently, be responsive to the needs of our student body and parents, reward  
10 excellence in instruction, rise to the technology and the times in which we live, and promote  
11 character and personal values in our students.

12  
13 It is our intent to create a learning environment that emphasizes academic progress as well as  
14 academic success. We wish to create an environment that reflects cultural diversity and innovation,  
15 that responds to special needs, and that is safe, interactive, and emphasizes service and leadership  
16 among students, staff and parents.

17  
18 The term of this Charter renewal will begin July 1, 2004 and expires July 1, 2009. All fiscal  
19 arrangements outlined in this proposal are to be open to review and improvements as the school  
20 develops.

21  
22 As an independent charter school, Granada Hills Charter High School will include the constituent  
23 parts of: Granada Hills Charter High School and the Granada Hills Charter High School/CSUN Math,  
24 Science, and Technology Magnet.

25  
26 Granada Hills Charter High School always has conscientiously striven for academic excellence,  
27 articulation between grade levels, stability and continuity in our neighborhood and traveling student  
28 body, and local school empowerment. Our student body is ethnically, racially, linguistically,  
29 culturally, and economically diverse and represents over 30 zip codes in the LAUSD.

30



31 The shareholders of our high school understand that in this endeavor we must recognize the crucial  
32 role of both traditional and leading-edge educational techniques as we seek to meet the needs of the  
33 able and the gifted, as well as developing and special needs students. We realize that the existing  
34 California State Education Code and our District's efforts to comply with this code may hinder our  
35 progress. Becoming an independent charter school might be the only way that we are able to make  
36 the changes necessary to meet our students' needs.

37  
38 Through the outstanding leadership of our Executive Director and administration, and the talents of  
39 our effective teaching staff, we desire to build a model that could become a design for others in  
40 public education who seek solutions in today's world. We view this charter school as an opportunity  
41 to develop new ideas and experiment with educational approaches. We wish to create a laboratory in  
42 which the LAUSD and other interested observers can learn from our successes and our trials, and see  
43 new ideas and applications in progress. Thus, we are committed to enriching the direction of the  
44 LAUSD, not abandoning it.

45  
46 A charter will offer us greater flexibility and control of our educational environment. We envision a  
47 high school environment with elevated standards of behavior, dress, and respect for authority. We  
48 want a school curriculum and schedule that is designed to make mastery possible for as many  
49 students as possible in required subjects. We want an educational program that tests and verifies,  
50 tutors and reviews, in an effort to "leave no child behind."

51  
52 We want to be accountable and responsible for the way we use time. We want to consider different  
53 configurations of the school day. We want to explore a varied school year calendar. We want to serve  
54 our community and provide opportunity enrollment for students who may live outside of our  
55 community while maintaining our current diverse ethnic balance.

56  
57 We want to look at entrance preparation for our students, as well as codify exit requirements such as  
58 our senior project. We see a plan for professional development among our teachers, and clear  
59 standards of instruction. We wish to organize our facilities and our school community so that our  
60 campus is not dangerously overcrowded or under supervised.

61  
62 Our charter seeks to provide us with improved staffing practices, budget management, parent  
63 involvement, and scheduling of time. We seek to treat the school tax dollars dedicated to Granada  
64 Hills Charter High School as we would treat our own money. We envision setting spending priorities  
65 that will emphasize the particular needs of our locale, our students and their needs. And we will do it,  
66 because in this day there is no alternative.

67  
68 Finally, we want to have enough flexibility to make other important modifications in the future. This  
69 element is essential for us to reach our vision of preparing all our students for a successful future.  
70 When we consider our long-standing and steadfast commitment to school reform and improvement,  
71 along with our proven record, becoming a charter school is our logical next step.

72  
73 So, can one of the largest public high schools in the largest single public school district in the nation,  
74 with an excellent history of academic performance, parent/teacher cooperation, and administrative  
75 discipline, succeed in the challenge of creating the next generation in public high school education?  
76



78 **MISSION**

79  
80 Granada Hills Charter High School (GHCHS) will provide a positive student-centered environment  
81 in which all students will develop academic skills, practical skills, and attitudes to enable them to be  
82 successful lifelong learners and productive, responsible citizens in a diverse society. We at GHCHS  
83 propose to pledge our resources to create a school where all students are actively engaged in the  
84 process of learning in a multicultural, multilingual setting. The GHCHS educational community will  
85 form an alliance for educational excellence.

86  
87

88 **MOVING TOWARD EQUITY AND ACHIEVEMENT**

89  
90 As a model 21<sup>st</sup> century educational community, we believe in a standards based, equity driven  
91 education system for all. Our goal is to improve not only achievement but also the learning  
92 experience for all students. We believe a standards based education is the best way to close this gap.  
93 We are committed to ensuring that all students, especially students from minority racial, cultural,  
94 socio-economic and linguistic backgrounds, are provided with a meaningful, content rich, thinking  
95 centered, and standards based educational experience.

96  
97 As a learning community, we embrace the Association of California School Administrator’s beliefs  
98 about a standards-based, equity-driven education system:

99

100 **Standards-Based Curriculum and Instruction**

101 GHCHS believes content standards, and standards-aligned tests must be embraced as the centerpiece  
102 of equity-driven curriculum and instruction.

103

104 A standards-based system must address systemic inequities and meet the needs of all students,  
105 especially those students who are under-performing.

106

107 We must adopt curricula that meet diverse student needs and empower all students to view concepts,  
108 issues, events and themes from multiple perspectives.

109

110 *In an equity-driven system:*

111 • All students are held to high standards and have access to rigorous curricula and quality  
112 instruction that are intellectually challenging; develop reasoning ability; are calibrated to  
113 grade level; provide maximum time in meaningful learning activities; develop reading and  
114 writing for content area literacy; and integrate technology for learning.

115

116 • All students have access to the core curriculum.

117

118 • All students have access to qualified teachers.

119

120 • Instructional resources support state content standards and are culturally, linguistically and  
121 developmentally appropriate.

122

- 123 • All students have positive learning experiences. Research shows that student success is  
124 correlated with early, consistent experiences with highly qualified teachers. (Haycock, 2002)  
125
- 126 • Teachers maintain high expectations for learning of rigorous content, differentiate instruction  
127 for varied learning styles, and give students multiple opportunities to learn and demonstrate  
128 their learning.  
129
- 130 • Educators understand and apply the following key concepts for closing the achievement gap:  
131 cultural background and daily experiences are valued and connected to classroom learning;  
132 intelligence is multidimensional and modifiable, not determined at birth or defined by I.Q.  
133 scores; resilient students exhibit social competence, problem solving skills and a sense of the  
134 future; and effort is closely linked to motivation and achievement.(B. Williams, 2002)  
135
- 136 • All students have access to rigorous, standards-based curricula, academic courses and learning  
137 paths for college and career.  
138
- 139 • Specific student groups are not over- or under-represented in honors, Advanced Placement  
140 (A.P.), and/or special needs classes.  
141
- 142 • Students have access to targeted intervention programs that are standards-aligned. Student  
143 placement in such programs is based on specific, recent data about student progress. Student  
144 progress is frequently assessed, and clear exit criteria are set and applied.  
145

#### 146 **Assessment**

147 GHCHS believes that student progress in meeting standards should be determined through multiple  
148 measures that are valid, reliable and fair.  
149

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

- 151 • Regular and accurate assessment of student progress in mastering grade-level standards is  
152 essential to the success of any instructional program and ensures quality for all students.  
153 Classroom and school assessments are based on content that every student has had the  
154 opportunity to learn and master.  
155
- 156 • Students have multiple and varied opportunities to demonstrate what they have learned and  
157 are able to do in their primary language and English, when ready, as well as in other  
158 appropriate modalities such as American Sign Language.  
159
- 160 • Administrators are vigilant about promoting a comprehensive approach to assessment. On-  
161 going assessment provides students and teachers specific and constructive feedback to inform  
162 instruction and learning.  
163
- 164 • Assessment does not result in negative educational consequences for students. Negative  
165 educational consequences result if disproportionate numbers of students from identified  
166 racial/ethnic groups are denied graduation or other forms of certification due to limited  
167 opportunities to learn. Likewise negative educational consequences occur if some students

168 spend too much time in test-prep and remediation, thereby limiting their access to quality  
169 learning/teaching experiences.

- 170
- 171 • Decisions about instruction are driven by assessment data. Both qualitative and quantitative  
172 data (aggregated and disaggregated) are current, easily retrieved, analyzed, understood, and  
173 used to inform instruction and not to punish students or staff.
- 174
- 175 • On-going data collection, disaggregation and analysis ensures proportionate representation of  
176 Latino, African-American, and American Indian students in honors, A.P. and special needs  
177 classes as well as in discipline referrals and consequences.
- 178
- 179 • Administrators are aware of and apply appropriate, legal accommodations for testing students  
180 with special needs including English language learners.

181

182

183 **Professional Learning and Development**

184 GHCHS believes that professional learning and development must be a budget priority at state,  
185 district and school levels.

186

187 Professional development is essential for ensuring educational equity and achievement. Research-  
188 based guidelines should shape all professional development.

189

190 *In an equity-driven system:*

- 191 • Specific data about student progress drive professional development. In addition to the  
192 examination of quantitative data, professional development includes the examination of  
193 student work and instructional materials, strategies and activities that engender that work.
- 194
- 195 • While professional development about state-adopted materials is important for staff,  
196 professional learning also focuses on materials and strategies designed to close the teaching-  
197 learning gaps. For example, current research indicates that much of the improvement in math  
198 performance is attributable to professional development grounded in developing deep content  
199 knowledge and mastering effective instructional practices.
- 200
- 201 • The following principles shape and prioritize professional development: Instructional change  
202 is a long multistage process; shared expertise is the driver of instructional change; the focus is  
203 on systemwide improvement; good ideas come from talented people working together; clear  
204 expectations and responsibility for achieving them are shared by all; instructional  
205 improvement occurs in an environment of collegiality, caring and respect for the students and  
206 the adults working to meet their needs; and the focus is on content and instruction. (Elmore,  
207 1997)

208

209

210 **Recruitment, Hiring and Coaching**

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

213

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

217  
218 GHCHS believes in the power of peer coaching to develop effective leaders who have clear vision,  
219 courage and skill to take action, and confidence to include diverse perspectives in making decisions.  
220

221 *In an equity-driven system:*

- 222 • Leaders recruit, hire, support and develop staff that is most qualified to help all students  
223 achieve standards.
- 224
- 225 • Leaders assign most qualified staff to serve students most in need. Highly qualified staff  
226 includes teachers who are certified to serve English language learners when the student  
227 population includes a significant number of English language learners.
- 228
- 229 • Recruitment of staff reflects the community served.
- 230
- 231 • Leaders proactively recruit and hire teachers and other staff who evince a strong moral  
232 principle of educational equity and excellence and dedication to achieve it.
- 233
- 234 • Leaders develop capacity in themselves and others through cognitive coaching that promotes  
235 self-directed learning to enhance staff performance and improve student learning.  
236

237

### 238 **Resources**

239 GHCHS believes school resources should be targeted to student achievement.

240

241 *In an equity-driven system:*

- 242 • All teachers are highly qualified and effective in developing and delivering curriculum and  
243 instruction in ways that ensure that each student meets or exceeds proficiency in state  
244 standards.
- 245
- 246 • All administrators are highly qualified and effective as defined by the standards in the  
247 California Professional Standards for Educational leaders.
- 248
- 249 • Curricular materials are available, adequate, in-use by students, aligned to standards, and  
250 culturally, linguistically and developmentally appropriate.
- 251
- 252 • A variety of interventions are available to meet students' learning and achievement needs and  
253 help students reach proficiency in state standards.
- 254
- 255 • Technology is adequate, available and supports learning through simulation, application and  
256 extension rather than drill practice.
- 257
- 258 • All students have access to classrooms and learning labs that are safe and up-to-date.  
259

260 • Facilities and grounds are safe, clean, and well maintained and do not impede access to school  
261 resources or disrupt teaching and learning.

262  
263 • Block grants are monitored to ensure that resources are allocated to students for whom they  
264 were intended.

265  
266

267 **Leadership**

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

272  
273 To close the achievement gap, leaders must help others know and understand that all students can  
274 learn, but not in the same way or at the same pace. (Thomas and Bainbridge, 2001)

275  
276 Closing the achievement gap requires shared leadership, both formal and informal, and shared  
277 accountability from staff, parents, students and community.

278  
279 The most effective school leadership comes from the school itself. To close the achievement gap,  
280 district leadership must set the purpose and vision and create the context for high expectations, caring  
281 relationships, quality resources and community partnerships.

282  
283 *In an equity-driven system:*

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

286  
287 • Educators attain a higher level of cultural proficiency by providing information and resources  
288 about how to achieve educational equity and high achievement for all students and close the  
289 gaps that currently exist among identified student groups.

290  
291 • School leaders broker and leverage community participation and empowerment to meet the  
292 needs of under-served student groups.

293  
294 • All parts of the system are aligned with the core purpose which is grounded in principles of  
295 equity to ensure academic achievement for under-performing student groups.

296  
297 • Changing demographics are embraced as opportunities to assess and alter the ability of the  
298 system to meet the needs of students.

299  
300 • Diverse community members are embraced and mobilized as resources for implementing  
301 policies and practices and for providing resources to ensure that all students meet or exceed  
302 state standards.

303  
304 • Systemic transformation is implemented to create culturally proficient organizations and  
305 classrooms. Lindsey, et. al., define cultural proficiency as the policies and practices of

306 organizations and the values and behaviors of the individuals that enable them to interact  
307 effectively in a culturally diverse environment; the way an organization treats its employees,  
308 its clients and its community; and the way classrooms, schools and districts mobilize and  
309 allocate resources to provide equitable outcomes from all learners.

310  
311

### 312 **Whom Shall the School Educate**

313 GHCHS will continue to serve the communities and families identified over the course of the past  
314 years and all others who wish to attend the school subject only to capacity. One of the strengths of  
315 GHCHS is the school's diversity, and it is our intention to continue the efforts of GHCHS to maintain  
316 the current diverse ethnic make-up of our student body. Enrollment typically comes from the  
317 traditional attendance area neighborhoods and feeder middle schools. GHCHS will continue to serve  
318 traveling students from the established and/or agreed-upon schools within the LAUSD. Education  
319 will be accessible to all students, including mid-range students, students achieving at a level  
320 significantly below their peers, gifted and talented students, students receiving special education  
321 services, limited-English proficient students, and students who are members of ethnic groups  
322 underrepresented in colleges and universities.

323  
324

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

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

331

- 332 • gained demonstrable knowledge in both core and non-core disciplines as defined by  
333 California state standards and frameworks
- 334
- 335 • mastered the cognitive and learning skills that will enable them to use this knowledge in  
336 college and other post-secondary settings
- 337
- 338 • internalized values that will enable them to be productive and responsible citizens
- 339
- 340 • developed talents and abilities associated with their future goals

341  
342

### 343 **How Learning Best Occurs: The Thinking Curriculum**

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



352  
353 At GHCHS we are developing an instructional program that has its foundation in the thinking  
354 curriculum, described below. One of the most important outcomes of a thinking curriculum is the  
355 creation of competent, self-motivated, lifelong learners. It is our strong belief that all members of the  
356 school community must *model* for students what it means to be a lifelong learner. Teachers,  
357 administrators, clerical staff, parents and other adults at the school take joy in discovering new  
358 concepts and building their knowledge along with the students.

359  
360

### 361 **Description of the Thinking Curriculum**

362

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

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

373

- 374 • **A thinking curriculum’s conceptual and procedural goals are meaningful to students, and**  
375 **are situated in real-world tasks.**

376 Student learning and classroom activities reflect the real world, focusing on tasks performed  
377 by individuals outside the school context. We believe that educational experiences should be  
378 real-life, meaningful, hands-on experiences. Many lessons should be project-based and  
379 encourage collaborative group work. Curricular trips should support classroom instruction and  
380 make the wider community an extension of the classroom. Further, thinking students are  
381 motivated to use all resources, both personal and within the larger community, to address the  
382 task at hand for their own purposes.

383

- 384 • **A thinking curriculum challenges students to perform and be responsible for their learning**  
385 **at higher and higher levels.**

386 A thinking curriculum promotes a sense of efficacy and confidence in students. Thinking  
387 students are self-disciplined and aware of their own responsibility towards learning important  
388 material. The thinking curriculum provides opportunities for students to assess difficulties  
389 they have in learning and consider strategies they could use to overcome learning difficulties.  
390 It stresses continuing to work in the face of ambiguity, solving problems despite unexpected  
391 difficulties, and looking at problems as challenges to learn more and better. By being engaged  
392 in curriculum in this manner, students come to see themselves as successful, capable learners.

393

- 394 • **A thinking curriculum builds on and uses students’ prior knowledge and experiences.**

395 The content and processes learned in school build on students’ family, community, and  
396 cultural experiences. Students are motivated to learn when curriculum considers their  
397 experiences and the issues and problems with which they are concerned as well as their

398 patterns of processing knowledge. Thinking students constantly make connections to what is  
399 important to them and their cultures while using those connections to gain understanding in  
400 different contexts.

401  
402 *Portions of the description of the thinking curriculum are adapted from the Northwest Central Regional*  
403 *Educational Laboratory.*

404  
405 As a community of learners, we will strive to implement the strategies that support best practices,  
406 such as the following:

- 407  
408 • Focus the school’s resources on student learning and achievement of the state standards
- 409  
410 • Form active alliances with families, employers, community members, and policymakers to  
411 promote student learning and ensure accountability such as: offering parenting classes,  
412 college evenings for each grade level, internships with employers, technology center for the  
413 community, technology training for parent and community members and employer  
414 internships
- 415  
416 • Form collaborative communities with middle schools, colleges, businesses and industry to  
417 provide for accelerated 3-year diplomas, off site learning opportunities, internships, teacher  
418 training opportunities, intervention and mentoring opportunities, vertical and horizontal  
419 articulation with our community feeder schools and universities
- 420  
421 • Eliminate traditional time barriers to student success by providing for flexible calendars,  
422 schedules and programs such as: enrichment and intervention extended day classes,  
423 intersessions, on-line tutorials, high school preparation camps, advisory classes, block  
424 scheduling, trimester system, require freshman parent and student orientation, required  
425 parental participation through donation of time, expertise, supplies or other involvement  
426 opportunities
- 427  
428 • Offer real-world experiences for students to learn about higher education and career options  
429 through curricular pathways, schools to career opportunities, community college fairs,  
430 volunteer fairs, community involvement in senior project assessments, robotics program,  
431 culinary arts academy, NATEF and other collaboration with businesses and community
- 432  
433 • Create additional small learning communities that expand on our successful Humanitas/New  
434 Media academy, multilingual academy, and MWD academy. In addition we will implement  
435 other programs such as certificates of competency for 9<sup>th</sup> and 10<sup>th</sup> grade standards, and  
436 possibly new media certification and subject area competency certificates for specialized  
437 accomplishments
- 438  
439 • Establish high standards for student achievement by expecting all students to master rigorous  
440 academic content
- 441  
442 • Use curricula that are challenging and relevant and which cover content in depth
- 443

- 444 • Provide creative outlets in the visual and performing arts  
445  
446 • Use multiple forms of assessment to meet individual needs such as develop common rubrics  
447 and benchmarks for authentic assignments and interdisciplinary projects that provide both  
448 horizontal and vertical articulation among courses  
449

450

### 451 **Goals**

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

454

- 455 • *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes  
456  
457 • *An Information Manager*, able to locate, access, organize, evaluate and apply information in a  
458 complex and technological world  
459  
460 • *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to  
461 produce solutions for practical and theoretical problems  
462  
463 • *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to  
464 work collaboratively and respectfully in a linguistically and culturally diverse community  
465  
466 • *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to  
467 achieve those goals and to apply content knowledge and critical thinking skills to adapt to a  
468 rapidly changing environment  
469

470

471

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

472 GHCHS is committed to enabling students to become self-motivated, competent, lifelong learners by  
473 providing a multicultural, student-centered environment in which all students are held to high  
474 academic and behavioral standards.  
475

476

476 GHCHS will strive to develop a culture that fosters in students self-motivation, competence and the  
477 seeds of lifelong learning by means of the following principles:  
478

479

### 479 **Purpose**

480 Administrators, faculty, parents and others working with students demonstrate a shared purpose to  
481 develop each student's knowledge and skill to its highest potential. There is evident belief that this  
482 purpose is primary for the school and possible to achieve for virtually every student. The school's  
483 goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.  
484

485

### 485 **Leadership**

486 Leadership is shared among administrators, faculty, classified staff, students and parents. Decisions  
487 are reached through consensus and minority opinions are considered and valued. Departments and  
488 individual teachers enjoy a large degree of professional autonomy. They are encouraged to use their

489 best professional judgment in accordance with California State Frameworks and Standards in  
490 achieving high levels of student learning.

491

492 **Environment**

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

498

499 **Professional Development**

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

505

506 GHCHS envisions a professional development system that is refocused and redesigned to address the  
507 specific needs of a staff committed to the implementation and assessment of an instructional program  
508 that is truly standards-based, academically rigorous, research-based and uniformly available to all  
509 students. The staff will investigate the possibility of dedicating "banked time" to pupil-free days  
510 throughout the school year (in addition to the three State buy-back days and two district pupil free  
511 days) devoted exclusively to professional growth activities.

512

513 In this program, teams of teachers, administrators and out-of-classroom personnel will meet  
514 regularly, both within and across disciplines, to research and discuss best practices; design  
515 benchmark and core assignments for every grade level, content area, and where applicable,  
516 interdisciplinary teams; examine student work; and analyze assessment data to modify instruction.  
517 Individuals and teams of teachers from every department will regularly be sent to conferences,  
518 workshops, and demonstration sites to participate in gathering information on innovative strategies  
519 for improving student mastery of the skills and content required for promotion. These teachers will  
520 share their findings during professional development days with their departments and/or  
521 interdisciplinary groups. All staff will meet regularly to examine student work, analyze the  
522 effectiveness of the benchmark and core assignments, and redesign activities and curriculum in  
523 response to the assessment data.

524

525 In addition to developing performance assessments for students, we wish to design a new evaluation  
526 tool to replace the current Stull instrument modeled on subject-specific teacher standards and the  
527 *Teaching Performance Expectations* of the California Standards of Quality and Effectiveness for the  
528 teaching profession, incorporating elements of self-evaluation, professional growth activities,  
529 portfolio documentation, peer observation, and demonstration lessons.

530

531 **Standards Based Report Card: Communicating Performance Expectations and Results**

532 In a standards-based instructional program, communicating expectations for learning and student  
533 progress towards meeting goals is vitally important. Parents must be aware of what their student is

534 expected to know, understand and be able to do for each course and how they are progressing toward  
535 meeting these standards.

536  
537 Our current report card needs to be revised to better reflect students' progress toward course  
538 outcomes. Teachers, students, and parents must expect that a student's overall achievement grade and  
539 comments reflect progress toward proficiency in the skills and content embedded in the standards. As  
540 such, GHCHS will develop a standards-based report card to better communicate expectations for  
541 learning and student progress. The achievement grade reported will remain "A-F." The report card  
542 would include comments that state whether the student has shown proficiency in a particular  
543 standard.

544  
545 Teachers will provide parents with demonstrations of student learning such as student-led parent  
546 conferencing and presentations, online exhibits and projects, parent assessment/feedback forms, and  
547 web logging. The Parent Center will coordinate workshops/meetings for parents to explain the  
548 standards-based report card, and exhibit models of student work and benchmark assignments.

549  
550 **Schedule and Academic Calendar, Banked Time and Extended Day**  
551 We believe that more quality time on task for students is essential to the success of GHCHS students.  
552 We believe in a minimum number of instructional minutes (equivalent to our present 180 days of  
553 student instruction) and will study possibilities to increase the length of the school year as a charter  
554 school.

555  
556 While we are committed to a minimum number of instructional minutes, we have altered our calendar  
557 to better meet the academic needs of our students. Many in our community – teachers, parents and  
558 students – believe that the two weeks following winter recess leading up to final exams are difficult at  
559 best, and that much of the momentum for the fall semester is lost. Our school year begins in mid  
560 August (following summer school) and ends in late May/early June. Such a calendar – similar to the  
561 university and east coast calendar –allows for the first semester to conclude prior to winter break.  
562 Part of winter break will be used for intervention and enrichment with the spring semester beginning  
563 in mid January.

564  
565 Our current bell schedule with eight minutes of banked time will be continued until another model is  
566 developed. We believe that for educators to learn from one another time must be set aside during the  
567 day for teachers to meet and reflect. Presently, we are using the banked time to create four full pupil  
568 free days instead of 16 early dismissal days as set by the LAUSD. We believe that full days allow for  
569 more meaningful staff development and lend itself to intervention and enrichment opportunities with  
570 students. In addition, we believe that the current 16 partial days do not amount to full days of  
571 instruction and are counterproductive to students and staff.

572  
573 With the expansion of existing and creation of new smaller learning communities and university  
574 partnerships and additional requirements for and expectations of students, we believe the traditional,  
575 periods 1-6 day as well as the Carnegie model for credits (semester course of 180 hours = 5 credits)  
576 need to be reviewed. Period 0 and 7 class offerings will be expanded and we will investigate  
577 scheduling models like the Copernican and trimester or quarter calendars. While we believe that  
578 altering the time structure at the school in and of itself will not improve classroom practices and

579 student learning, we believe that alternative models of time should be examined and may be more  
580 conducive.

581  
582

### 583 **Summer School**

584 GHCHS will operate its own summer school. We propose to expand the traditional summer school  
585 from its current 10-credit, six week session (120 hours) to a format in which the amount of  
586 instructional time more closely resembles that of the traditional year-long course (minimum of 180  
587 hours).

588  
589 In the GHCHS summer session, we will strive to offer all regular school year offerings as well as  
590 additional enrichment and intervention courses designed to accomplish the following:

- 591
- 592 • Provide all students, but particularly underrepresented racial minorities and low performing  
593 students, specially designed preparation programs that build their capacity and promote to access  
594 to advanced courses
  - 595 • Supported the Accelerated Diploma program as described in Element 2
  - 596 • Provide traditional and expanded intervention and enrichment courses
- 597

### 598 **Instructional Technology**

599 The goals of our Digital High School plan are to improve student achievement through the  
600 integration of technology throughout the curriculum and to provide technology resources and training  
601 for students and staff. Our vision of technology in the Charter School is where the use of innovative  
602 technologies is commonplace in the learning environment, an atmosphere where technology has  
603 removed the limitations of access, and fostered the availability of expert advice and exchange, and  
604 worldwide communications. Our school network now enables students to access resources and create  
605 projects and enables staff to access instructional materials and communicate through email.

606  
607 What will change about technology use is that staff will be empowered to go beyond the tradition of  
608 communication and collaboration. Technology will be used to provide greater opportunities to engage  
609 students in cross-curricular, career and college preparatory activities and projects. Teachers will share  
610 lessons and best practices on the school website and use email to interface with their colleagues.  
611 Sharing ideas, goals and concerns with department members, Academy colleagues and administrators  
612 will facilitate the teaching and learning process.

613  
614 Technology use will support school learning outcomes by allowing students to share the products of  
615 their learning with the school community. Students will learn project management, web logging  
616 (blogging), and web design skills through English, Life Skills and technology elective courses. Our  
617 students will present interdisciplinary senior projects to parents and the community at Senior Project  
618 Night and publish web logs containing portfolios of their work. These activities will promote  
619 communication between the school and parents and enable students to self-publish.

620  
621 Because students acquire technology skills quickly, students in the Charter School will also be  
622 responsible for sharing their knowledge of technology. Students on the Leadership Class Tech Team  
623 will provide training, tech support and workshops for GHCHS teachers; students in 12<sup>th</sup> grade  
624 English courses will use technology presentations to teach credential students in the CSUN College

625 of Education about instructional technology in the high school. Universities and businesses can  
626 support our students through e-mentoring, i.e. corresponding by email to help to engage students in  
627 their learning.

628  
629 The emphasis for the future will be on human resources rather than technology resources. Limited  
630 state budgetary resources for technology create a need to pursue business and educational  
631 partnerships and grants that can support our technology equipment and resource needs. Our Career  
632 Counselor and Technology Training Coordinator will assist our staff with developing these  
633 partnerships, writing grants and setting up training and presentation opportunities.

634  
635 **Research Curriculum Strand**  
636 GHCHS will develop a research based curriculum to better prepare students for the rigors they face  
637 following high school graduation. We believe, as do more universities (as evidenced in the  
638 application process), that high school students must be exposed to significant research opportunities  
639 prior to college, either on our campus or at a university through our current or future partnerships.

640  
641 While the focus has yet to be established, a logical subject would be in the sciences. Classes in  
642 Health and Chemistry, for example, each with a scientific research component, would be offered in  
643 partnership with partner universities. These classes would give academically motivated students the  
644 opportunity to learn and develop an interest in scientific research while meeting GHCHS graduation  
645 requirements. Through the Health and Chemistry courses, the opportunities to investigate the fields  
646 of Marine Biology and medicine would be provided. Scheduled activities would include visits to  
647 university labs. Students would participate in local design, ongoing research projects under the  
648 guidance of GHCHS teachers and college professors.

649  
650 **University Partnerships**  
651 The Magnet School has had a ten-year partnership with the Eisner College of Education at California  
652 State University Northridge College of Education. This partnership has provided opportunities for  
653 students and teachers to access university instruction, mentoring, facilities, internships and resources.  
654 Our students have benefited from taking university courses through the Talented High School  
655 Student Honors Program. As a Charter School, GHCHS will continue in this tradition actively  
656 seeking out members of the university community who will partner with us. In exchange, we will  
657 become a lab setting for credential students to observe standards-based instruction, block scheduling,  
658 small learning communities, technology integration, multiple forms of assessment and other best  
659 practices. We will also continue our connections with local community colleges such as Pierce,  
660 Mission and Santa Monica to offer university and community courses on campus after school and on  
661 Saturdays for the benefit of our students and the community. Opportunities for our teachers to receive  
662 advanced training after school and during the summer session through programs such as the  
663 Occidental College Marine Biology partnership will be pursued. As a Charter School, we will extend  
664 the school day so that our students can earn university credits, take more advanced and career-  
665 oriented courses and accelerate their learning and high school graduation. We will also amend the  
666 school calendar so our students can take university courses during intersession and traditional  
667 community college summer sessions.

668  
669 **Small Learning Communities/Academies**  
670 GHCHS currently has a School for Advanced Studies, Humanitas Program, a Math, Science and  
671 Technology Magnet, a Multilingual Teacher Career Academy, a New Media (ITCA) Academy and a  
672 MWD Water Academy. As a Charter School, we will join the National Academy Foundation and  
673 focus on integrating the NAF academy model into additional career/discipline small learning  
674 communities. We find that evidence indicates that smaller learning communities can narrow the  
675 achievement gap between white/middle class/affluent students and ethnic minority and poor students.  
676 Our intent is to offer more small learning communities that foster personalized teacher-student  
677 relationships and less differentiation of instruction by ability. These communities will be defined  
678 through career pathways such as visual and media arts, performing arts, health sciences, tech arts, and  
679 humanities.

680  
681 Because GHCHS strives to offer an A-G University of California curriculum to all students and  
682 provide all necessary courses to fulfill state graduation requirements, a traditional six period day  
683 limits opportunities for students to pursue career and major interests. We will explore  
684 accommodating curricular needs by grouping students into core classes such as a pod. English, social  
685 studies, science and mathematics and elective teachers will function as a team, planning together and  
686 instructing the same group of 100 to 160 students. At least half of each student's school day may be  
687 spent in the pod. Each pod will develop a mission statement and a thematic focus; related units and  
688 activities that focus on the career pathway would be threaded throughout the core.

689  
690 Teachers will be supported through the NAF curriculum and through networking with professional  
691 groups and other like academies and pods. Inquiry learning, cooperative learning and work-based  
692 learning will be primary instructional techniques. Project-based benchmark assignments will allow  
693 each student to demonstrate proficiency in the career pathway just as is done in the standards-based  
694 core curriculum. In addition, students can take extended day or university courses which offer  
695 additional training in the career pathway. Parents and the community will become involved by  
696 providing access to guest experts, by becoming pod business partners and by mentoring students.  
697 Students will have the opportunity to demonstrate their career pathway skills and knowledge through  
698 demonstrations to parents and the community at Back to School Night, Open House, Senior Project  
699 and Academy Nights. The School Leadership class will plan extracurricular activities that focus on  
700 each career pathway. Career Day and College Night will also focus on businesses and universities  
701 that offer career pathway opportunities. School counselors, the college counselor and the career  
702 advisor will monitor each student's Personalized Education Plan (PEP) to ensure that he or she meets  
703 the graduation and career pathway requirements. Students will graduate with a diploma and an  
704 academy certificate.

705  
706  
707 **CLOSING THE ACHIEVEMENT GAP**

708  
709 **Goals for Providing and Ensuring Equal Access to Academically Low-Achieving Students**

710  
711 Over the course of the last two decades, data on the achievement of minority racial students, in  
712 particular African American and Hispanic students, indicate that many have performed below the  
713 achievement levels of others students nationwide. While these same ethnic subgroups at GHCHS



714 have made yearly progress as reported through STAR and the school's API, they continue to perform  
715 at lower levels compared to other sub-groups. At GHCHS, we are committed to eliminating these  
716 disparities.

717  
718 We strongly believe that we can meet our goals for providing and ensuring equal access to  
719 academically low-achieving students and those who are members of ethnic groups underrepresented  
720 in colleges and universities. In order to do so, the staff is committed to the following:

- 721
- 722 • Enroll all students in rigorous academic programs that prepare them for success in higher  
723 education, career and adult life without the need for remediation
- 724 • Lower class sizes to optimal levels
- 725 • Require parent/guardian participation in intervention for students who drop below a C average
- 726 • Provide for flexible scheduling
- 727 • Allocate resources to provide the necessary support for low achieving students
- 728 • Support existing programs while developing additional programs to meet currently identified  
729 and future student needs (e.g. Intensive English and Mathematics, Spanish for Spanish  
730 Speakers, Zero and Seventh Period Intervention Courses, Academy of Reading and  
731 Mathematics, ASAP program)
- 732 • Maintain high expectations that all students can and will learn to read
- 733 • Increase the number and percentage of African American and Hispanic students who achieve  
734 the standard or higher in mathematics, who successfully complete upper level mathematics  
735 courses, and who pass the California High School Exit Exam
- 736 • Provide on going professional development and coaching to
  - 737 1. Help teachers understand and use specific instructional strategies to meet the needs  
738 of diverse learners
  - 739 2. Support teachers as they become reflective practitioners.
- 740

### 741 **Enrichment and Intervention**

742 As a charter school, GHCHS will expand and enhance the many enrichment and intervention  
743 opportunities for students. The after school, for credit Academies of Reading and Math classes,  
744 targeted at 9<sup>th</sup> graders and special education students scoring below the 30<sup>th</sup> percentile on the SAT-9  
745 (now CAT-6), are computer program designed courses to assist students at all levels improve their  
746 math, reading comprehension, and vocabulary development. General student tutoring is available  
747 every day before and after school in the library, and additional funds are targeted at gatekeeper  
748 courses like algebra, geometry, and biology, as well as English language development.

749  
750 For the second consecutive year, we are offering optional CAHSEE workshops for students who have  
751 not passed one of both sections of the exam (This is in addition to the required math class for students  
752 who have not passed the math portion of the CAHSEE). English language learners may take more  
753 intensive English classes geared to passing the exam. Evening informational meetings to provide  
754 parents with the resources to help students pass the CAHSEE are regularly offered. Various  
755 community college classes are offered after school to GHCHS students to increase the number of  
756 academic electives available. In addition, several required and elective classes (e.g. physical  
757 education, music, Robotics) are meeting either period 0 or 7 to further increase students' access to the  
758 curriculum.

759

760 Our five-day summer bridging program – A Step Ahead and Prepared (ASAP) – developed to assist  
761 incoming 9<sup>th</sup> grade students with low reading scores experience self confidence and immediate  
762 success at GHCHS will be enhanced. In addition to lengthening the program, perhaps tying it to  
763 summer school, a mentor program will be developed allowing for ongoing student support and  
764 monitoring.

765  
766

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

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

775

776 We believe students need to be emotionally intact to learn effectively. Providing mental health  
777 support in the effort to address student’s emotional and social concerns, therefore represent a salient  
778 function of school counseling; but underneath the new National Standards, counseling programs are  
779 comprehensive and mental health services are subsumed in the context of promoting student success.

780

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

785

786 GHCHS will work to lower counselor caseloads to the National Standard recommendation of 200:1  
787 ratio, hire a full time psychiatric social worker and increase nursing services to at least two full time  
788 positions.

789

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

792

793

- Enhance and promote the learning process
  - Provide a comprehensive orientation for all in coming 9<sup>th</sup> grade students
  - Develop student success programs

796

797

- Enable all students to achieve success in school
  - Develop a personal education plan for all students
  - Identify and counsel at risk students

800

801

- Provide support through...
  - Classroom guidance curriculum
  - Group counseling
    - Impact-substance abuse
    - T.U.P.E.

802

803

804

805

- 806                   ◦     Dating Abuse
- 807                   ◦     Study and coping skills
- 808                   ◦     *Because I Love You* program for parents
- 809                   ◦     Yellow Ribbon Suicide Prevention program
- 810                 •     Individual counseling services
  - 811                   ◦     At risk assessment
  - 812                   ◦     Referrals to Psychiatric Social Worker
  - 813                   ◦     Academic counseling
- 814                 •     Consultation with parents and teachers
  - 815                   ◦     Referrals to student study team coordinator
- 816                 •     Collaboration with community resources
- 817                 •     College counseling and peer college counseling programs
  - 818                   ◦     Parent college nights
  - 819                   ◦     Community college fairs
  - 820                   ◦     Financial aid nights for parents
  - 821                   ◦     Outreach programs
- 822                 •     Career counseling
  - 823                   ◦     Career Fair
  - 824                   ◦     Volunteer fair

825 The comprehensive counseling program at GHCHS will evaluate using measurable student  
 826 competencies as defined by the national Standards:

827

828         ➤ **STANDARD 1: ACADEMIC DEVELOPMENT**

- 829             ○ Standard A
  - 830                 ▪ Students will acquire the attitudes, knowledge and skills that contribute to
  - 831                 the effective learning in school and across the life span
- 832             ○ Standard B
  - 833                 ▪ Students will complete school with academic preparation essential to
  - 834                 choose from a wide range of substantial post-secondary options, including
  - 835                 college
- 836             ○ Standard C
  - 837                 ▪ Students will understand the relationship of academics to the world of
  - 838                 work, and to the life at home and in the community
  - 839                 ▪ Work experience and ROP program

840

841         ➤ **STANDARD 2: CAREER DEVELOPMENT**

- 842             ○ Standard A
  - 843                 ▪ Students will acquire the skills to investigate the world of work in relation
  - 844                 to the knowledge of self and to make informed career decisions
- 845             ○ Standard B
  - 846                 ▪ Students will employ strategies to achieve future career success and
  - 847                 satisfaction
- 848             ○ Standard C
  - 849                 ▪ Students understand the relationship between personal qualities, education
  - 850                 and training, and the world of work

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➤ **STANDARD 3: PERSONAL/SOCIAL DEVELOPMENT**

- Standard A
  - Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
- Standard B
  - Students will make decisions, set goals and take necessary action to achieve goals
- Standard C
  - Students will understand safety and survival skills

**Home and School Partnership**

We believe that education is successful when there is an ongoing partnership between the school and home communities. Research shows that the number one indicator of student success is not primary language, race, gender, or economic class, but the extent to which parents are involved in their student’s education (Henderson and Berla). When parents are actively involved in their children’s schooling:

- Students show higher test scores
- Attendance rates improve
- Fewer placements in special education occur
- Attitudes towards school and behavior improve
- Graduation rates increase
- Teacher morale improves
- The school enjoys a better reputation in the community and receives more support from families
- Student achievement improves

In 2001, GHCHS opened a Parent Center with a half-time community liaison position to facilitate communication between school and home. In addition to center itself, the Parent Center coordinates various monthly informational meetings for different parent support groups, as well as coordinates a monthly parent chairs meetings during which the chairs of the various organizations meet and confer. Our community liaison has developed a parent center website with up-to-date announcements and school information, and continues to further develop ties with GHCHS alumni groups both locally and nationally.

We recognize that the burden on parents of traveling students is particularly difficult because of the geographic distance between home and school. GHCHS will provide outreach to traveling families in English and other languages regarding student progress, parent education programs, and other opportunities to encourage parent awareness of and involvement in school activities.

**Parental Involvement**

GHCHS recognizes the fundamental role parents and family play in student achievement, and believes that parent expectations represent the key intrinsic ingredient that drives student success. Therefore we must improve both the frequency and quality of parent contact with GHCHS. We propose to:

- 898 • Create more specific and active communication links between students, parents, teachers, and  
899 administrators; such as implementing school wide web sites and voice mail boxes for all staff;  
900 increasing the number of “open house “opportunities each year; developing a mark reporting  
901 system that provides more detailed information; implementing a parent hotline for urgent and  
902 immediate communication and problem-solving.  
903
- 904 • Explore and utilize multiple methods of parental involvement, including student-teacher-parent  
905 contracts, outreach to parents of under-represented student groups, and mentoring programs.  
906
- 907 • Greatly expand parent education and informational programs, to include contemporary adolescent  
908 issues; providing parent-access in person, by video, and by technology-driven formats.  
909
- 910 • Encourage parent volunteerism by strategically planning activities and school projects that serve  
911 to engender a sense of ownership and pride by parents and their students. Every parent has the  
912 ability to contribute something of worth.  
913
- 914 • Communicate classroom curriculum to parents in the form of course descriptions, teacher  
915 expectations, grading scales, how to communicate with teachers using conventional and  
916 technological means; teachers will be encouraged to produce videos, CD’s and other means to  
917 take their classroom into the homes of their students.  
918

919  
920 **STUDENTS WITH SPECIAL NEEDS**

921  
922 **English Language Learners**

923 GHCHS will comply with all federal, state, and judicial mandates for English learners. Student  
924 fluency will be measured using the English Language Development Test (CELDT).  
925

926 Given current school demographics, GHCHS estimates that approximately 10percent of its students  
927 will be classified as English Language Learners. We are dedicated to providing ELL students with an  
928 exceptional education and transitioning them into English proficiency as soon as possible. However,  
929 we also recognize the importance of valuing students’ native languages, and will reinforce an  
930 appreciation for the cultures, customs, and languages of all its students through the school’s core  
931 curriculum, enrichment programs, and life-skills curriculum.  
932

933 GHCHS will seek to hire faculty who have received CLAD (Cross-Cultural Language and Academic  
934 Development), scaffolding techniques, performance based instruction, reciprocal teaching and other  
935 innovative practices to ensure that all students are provided with multiple avenues to access the  
936 curriculum.  
937

938 Students who enter GHCHS identified as ELL will be offered tutoring after school and access to  
939 enrichment opportunities outside of the traditional school day. The School shall administer a home  
940 language survey. Students who are enrolling in GHCHS as the first public school in California who  
941 list a language other than English on their home language survey as the primary language spoken at  
942 home will be administered the CELDT within ten (10) days. Immersion in the classroom is the  
943 preferred model for mastering the English language. ELL students’ English Language Development

944 progress is monitored by teachers and qualified staff; all ELL students will take the CELDT at least  
945 once a year to monitor their progress towards proficiency. Our goal is to transition ELL students into  
946 the regular program as soon as possible.

947  
948 GHCHS will ensure that all ELL students have access to the core content, and will employ our  
949 contract with the necessary specialists in order to do so. Should a student not be officially identified  
950 as ELL, he/she will be monitored regularly via various assessment techniques to ensure their mastery  
951 and retention of the material.

952  
953 All parents and guardians of students classified as English Language Learners will receive  
954 notification in writing. The school will translate materials as needed to ensure that parents/guardians  
955 of ELL students understand all communications and are involved in all processes related to the  
956 English language development of their student.

957  
958 **Gifted and Talented Students**

959 We believe that all students are entitled to receive a content rich, academically rigorous educational  
960 experience that prepares them for a multitude of post secondary possibilities. With almost 30 percent  
961 of our student body identified gifted and talented, we are committed to meeting the needs of this  
962 special needs population. Over 30 sections of honors classes and 30 sections of Advanced Placement  
963 course offerings are available to students beginning in grade 9. In addition, gifted and talented  
964 students have access to additional smaller learning community programs like the GHCHS/CSUN  
965 Magnet, the School for Advanced Studies, and our New Media/Humanitas classes, all exemplary  
966 models of heterogeneous grouping. Gifted and Talented students are clustered in their academic  
967 classes, and enjoy the benefits of attending a comprehensive high school with a full compliment of  
968 extra-curricular activities. All teachers of honors and Advanced Placement courses are required to  
969 complete on-going training in the subject area and differentiated instruction.

970  
971 As we expand our smaller learning communities and extend our outreach to universities, we see  
972 greater possibilities for all students, including our gifted and talented students. We believe that  
973 successful college and university applicants are exposed to university like experiences while in high  
974 school. In addition to honors and Advanced Placement opportunities, we believe, as do more  
975 universities (as evidenced in the application process), that high school students must be exposed to  
976 significant research opportunities prior to college, either on our campus or at a university through our  
977 current or future partnerships. Gifted and talented students will have access to our three-year  
978 accelerated diploma program.

979  
980  
981 **SPECIAL EDUCATION STUDENTS**

982  
983 GHCHS will continue to adhere to the federal law provisions of the Individuals with Disabilities  
984 Education Act (IDEA) and State Special Education Regulations.

985  
986 All Students with disabilities attending GHCHS will be accorded a free, appropriate and public  
987 education (FAPE). Disability will not be used as a criterion for non-eligibility for enrollment; rather,  
988 GHCHS welcomes the chance to educate any child, regardless of ability levels. GHCHS will comply  
989 with all regulatory special education requirements of the Individuals with Disabilities Education Act

990 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities  
991 Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights  
992 (OCR). Furthermore, GHCHS will comply with the Modified Consent Decree, AB 602, LAUSD  
993 SELPA guidelines, and all California laws pertaining to special education students.  
994

995 GHCHS shall remain a public school of the District pursuant to Education Code Section 47641 for  
996 purposes of special education. GHCHS will be responsible for providing for its own special  
997 education services and instruction to the students it serves, as set forth in the IDEA. GHCHS shall  
998 invite District Special Education representatives to IEP meetings when it is anticipated that special  
999 education service options will be considered within least restrictive environments other than those at  
1000 the school. The District shall be responsible for nonpublic school placements as a SELPA-wide  
1001 service and not solely responsible for the defense of all special education claims against GHCHS nor  
1002 for transportation, as a related service, of special education students enrolled at GHCHS as follows:  
1003 1) In the event of a due process hearing involving a GHCHS student, GHCHS will be named as a  
1004 respondent and will work with the District to resolve the matter. If legal representation is needed, the  
1005 District will select legal counsel to jointly represent the District and GHCHS at the District's expense.  
1006 But if GHCHS chooses to retain its own counsel it will be responsible for all such costs. GHCHS will  
1007 be responsible for any prospective special education and related services, compensatory education  
1008 and/or reimbursement awarded in due process based on an allegation that GHCHS failed to fulfill its  
1009 responsibilities under the IDEA. If parents' attorneys' fees are to be paid as a result of their prevailing  
1010 at a hearing, GHCHS will be responsible for payment of those fees if the result of GHCHS alleged  
1011 failure to fulfill its responsibilities. 2) Transportation for special education students as required  
1012 through an IEP process generated at GHCHS is a special education related service under IDEA and is  
1013 the fiscal responsibility of GHCHS. Transportation costs for students placed at GHCHS by the  
1014 District is a District cost. In accordance with this division of responsibility, GHCHS will receive its  
1015 allocated share of state and federal AB 602 special education funds in order to provide services to  
1016 special education students. The allocated amount will be calculated using a funding model based on  
1017 pupil population (average daily attendance). GHCHS may request specific services from the District  
1018 on a fee basis, and such services will be granted subject to availability. The division of services  
1019 between the charter school and the District is subject to discussion and changes in District policy.  
1020

1021 LAUSD shall be entitled to collect an encroachment from the charter school. Encroachment  
1022 contribution will equal the percentage of general funds encroached by LAUSD to support district-  
1023 wide special education programs. Encroachment collected from the charter may vary from year to  
1024 year depending on LAUSD's internal encroachment. Calculation of the charter school's  
1025 encroachment contribution will be based upon a formula designed by the District's Budget Services  
1026 Office. The Charter School shall comply with the terms of the Modified Consent Decree as long as  
1027 GHCHS remains in the LAUSD SELPA. The Special Education Modified Consent Decree requires  
1028 collection of data regarding suspension and expulsion of special education students. GHCHS shall  
1029 forward information to the Charter Schools Office in the manner required by the District.  
1030

1031 During the life of the charter, or so long as GHCHS belongs to the LAUSD SELPA, GHCHS will  
1032 adhere to all terms and conditions of any court orders and/or consent decrees imposed upon the  
1033 LAUSD as they pertain to special education.  
1034

1035 Per Federal Law, all students with disabilities will be as fully integrated as possible into the programs  
1036 of GHCHS, with the necessary materials, mandated services, and equipment to support their learning.  
1037 The school will ensure that any student with a disability attending GHCHS will be identified.  
1038

1039 GHCHS will meet all the requirements mandated within a student's Individual Education Plan (IEP).  
1040 The school will seek to include all special needs students with non-disabled peers to the maximum  
1041 extent appropriate according to their IEP. However, if the student's needs as documented on the IEP  
1042 require a program other than inclusion, GHCHS will meet those needs.  
1043

1044 In order to comply with Child Find requirements as specified by law, GHCHS will establish a referral  
1045 and assessment process that brings together the parent/guardian, student, and school personnel to  
1046 address any problems that interfere with a student's success at the school. This process will entail  
1047 search and serve, a Student Study Team, referral, assessment and IEP review.  
1048

#### 1049 **Search and Serve**

1050 Students suspected of a disability cannot be assessed unless parent permission is obtained unless  
1051 otherwise authorized under the law. The school's Special Education Coordinator will then identify  
1052 any students in need of a pre-referral intervention plan, and work with the administrative designee  
1053 and faculty to establish a Student Study Team for that student. The student's need for special  
1054 education can be screened from already available data (e.g., school tests, teacher observation, grades,  
1055 etc.) regarding the student's progress or lack of progress within the general program.  
1056

1057 A Student Study Team composed of the student requiring intervention services, that student's parent  
1058 or guardian, the general education teacher, and the 504 Coordinator will be responsible for  
1059 identifying the student's needs and developing a plan to enable that student to be successful,  
1060 including the appropriate individual tutoring schedule and classroom modifications, strategies, and  
1061 techniques to enhance that student's ability to be successful. If the Student Study Team finds that the  
1062 pre-intervention plan is not sufficient to meet the student's needs, they will recommend that GHCHS  
1063 refer that student for a formal special education assessment. GHCHS may also choose to refer a  
1064 student for services through the provisions of a Section 504 Plan, if appropriate.  
1065

1066 Parents will be informed via the Special Education Coordinator that special education and related  
1067 services are provided at no cost to them.  
1068

#### 1069 **Referral for Assessment**

1070 The referral process is a formal, ongoing review of information related to students who are suspected  
1071 of having disabilities and show potential signs of needing special education and related services.  
1072 GHCHS's referral for assessment process will include examining student screening information and  
1073 making a decision about whether or not to conduct a formal educational assessment. The parent of  
1074 any student suspected of needing or qualifying for special education services may also make a  
1075 referral for an evaluation. Any such referrals will be responded to in writing by the Special Education  
1076 Coordinator within 15 days. Parents will be informed via the Special Education Coordinator that  
1077 special education and related services are provided at no cost to them.  
1078

1079 If GHCHS concludes that an assessment is appropriate, the parent will receive an Assessment Plan.  
1080 Assessments will be done only upon receipt of written parent permission.



1081

1082 **Assessment**

1083 The Special Education Coordinator will be responsible for gathering information to determine the  
1084 student's disability, eligibility for services, and determining the nature and extent of required  
1085 services. Assessment procedures will be conducted in the student's primary language, unless an  
1086 interpreter is needed. The types of assessments that may be used for determining eligibility for  
1087 specialized instruction and services will include:

1088

- 1089 • Individual testing
- 1090 • Observations
- 1091 • Interviews
- 1092 • Review of school records, reports, and work samples
- 1093 • Parent input

1094

1095 GHCHS will follow the following assessment guidelines:

1096

- 1097 • Parents or guardians of any student referred for assessment must give their written consent for  
1098 the school to administer the assessment.
- 1099 • The student must be evaluated in all areas related to his/her suspected disability.
- 1100 • Multiple assessments will be delivered by a qualified professional to measure the student's  
1101 strengths and needs.
- 1102 • Assessments will be delivered without cultural, racial or gender bias.
- 1103 • Assessments will be delivered in the student's primary language, unless a qualified interpreter  
1104 is provided.
- 1105 • Assessments will be adapted as necessary for students with impaired sensory, physical or  
1106 speaking skills.
- 1107 • A multidisciplinary team will be assembled to assess the student, including a teacher  
1108 knowledgeable in the disability.

1109

1110 The Special Education Coordinator will be responsible for scheduling, coordinating and facilitating  
1111 the IEP meeting. Educators qualified to interpret test results will present the assessment data at the  
1112 IEP meeting.

1113

1114 **Development and Implementation of IEP**

1115 Every child who is assessed by the school and qualifying for special education services under the  
1116 IDEA will have an IEP that documents assessment results and determines eligibility for special  
1117 education services. If the student is eligible for services, GHCHS will provide those services  
1118 according to the student's IEP, which will specify the instruction and services the student shall  
1119 receive. Students at GHCHS who have IEP's will be served in the Least Restrictive Environment  
1120 (LRE).

1121

1122 Each student who has an IEP will have an IEP team that oversees the implementation and progress of  
1123 the IEP. The IEP team at GHCHS will consist of the following individuals:

- 1124 • The parent or guardian of the student for whom the IEP was developed
- 1125 • The Special Education Coordinator
- 1126 • Administrative Designee

- 1127 • A General Education teacher who is familiar with the curriculum appropriate to that student  
1128 • Special education professionals qualified to interpret assessment results  
1129 • A District representative, as appropriate  
1130

1131 Others familiar with the student may be invited as needed. GHCHS views the parent as a key  
1132 stakeholder in these meetings and will make every effort to accommodate parents' schedules and  
1133 needs so that they will be able to participate effectively on the IEP team. The school will provide an  
1134 interpreter if necessary to ensure that all parents and/or guardians understand and can participate in  
1135 the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation  
1136 using other methods, such as conferencing by telephone or meeting at the parent's home. A copy of  
1137 the IEP will be given to the parent.  
1138

1139 Upon the parent or guardian's written consent, the IEP will be implemented by GHCHS. The IEP  
1140 will include all required components and be written on the LAUSD SELPA forms. Some of the  
1141 elements the IEP will consist of include:  
1142

- 1143 • The rationale for placement decisions  
1144 • The services the student will receive and the means for delivering those services  
1145 • A description of when services will begin, how often the student will receive them, who will  
1146 provide them, and where they will be delivered  
1147 • Annual goals and short-term objectives focusing on the student's current level of performance  
1148 • A description of how the student's progress will be measured and monitored  
1149 • Transition goals for work-related skills  
1150

1151 IEP meetings will be held according to the following schedule:

- 1152 • Yearly to review the student's progress and make any necessary changes  
1153 • Every three years to review the results of a mandatory comprehensive reevaluation of the  
1154 student's progress  
1155 • After the student has received a formal assessment or reassessment  
1156 • When a parent or teacher feels that the student has determined significant educational growth  
1157 or a lack of anticipated progress  
1158 • When an Individual Transition Plan is (ITP) required at the appropriate age  
1159 • When a special education student has been suspended, especially if they demonstrate a pattern  
1160 of misbehavior, to determine if changes to the IEP are required to address the misbehavior  
1161 • Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a  
1162 manifestation of his/her disability  
1163

1164 A GHCHS representative will be invited to attend any IEP meeting for a student matriculating into  
1165 GHCHS or where the IEP is considering placement at GHCHS.  
1166

### 1167 **IEP Review**

1168 The IEP team will formally review the student's IEP at least once a year to determine how the IEP is  
1169 meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal  
1170 review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed  
1171 as part of an overall comprehensive reevaluation of the student's progress.

1172  
1173 If a parent or faculty member feels the student’s educational needs are not being met, he/she may  
1174 request a reassessment or a review of the IEP by the IEP team at any time during the year via written  
1175 notice to the school. Once the request is received, GHCHS will have thirty days, not including school  
1176 vacations greater than five days, to hold the IEP meeting.  
1177

1178 Parents will be informed four times a year (which is the same frequency as progress is reported to all  
1179 students and parents) of the student’s progress toward meeting annual goals and whether the student  
1180 is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an  
1181 attachment to the general progress report. This will serve to document the method by which the  
1182 student’s progress toward achieving the annual goal is measured, the student’s progress during the  
1183 relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to  
1184 the next annual review, and where needed, the reasons the student did not meet the goal.  
1185

### 1186 **Staffing**

1187 GHCHS expects that the number of special education students will warrant full-time providers for  
1188 specialized services; the school expects to work with the District or SELPA to contract with  
1189 independent providers to provide special education compliance review, assessment and Designated  
1190 Instruction and Service as specified in California Education Code and IDEA.  
1191

1192 GHCHS will employ or contract a Special Education Coordinator. This person will be responsible for  
1193 overseeing case management of all special education students and for arranging provision of services  
1194 required by their IEP. The Special Education Coordinator and any other appropriate school personnel  
1195 will attend staff development, in-services, and/or training sponsored by LAUSD in compliance with  
1196 IDEA regulations, California Education Code and LAUSD’s SELPA guidelines.  
1197

1198 LAUSD does not arrange contracts for the charter school to ensure that the charter school procures  
1199 independent providers of special education. This is a responsibility of GHCHS  
1200

1201 The Special Education Coordinator will:

- 1202
- 1203 • Ensure that all aspects of the IEP are followed
- 1204 • Arrange for the teacher of the child to attend the team meetings
- 1205 • Communicate with parents about progress made toward attaining the goals stated on the
- 1206 child’s IEP, and inform them of due process procedures and rights
- 1207 • Consult quarterly with the Administrative Designee to ensure that the objectives and goals of
- 1208 students with IEP’s are being met
- 1209 • Complete the requisite paperwork, updating and filing of necessary information for initial
- 1210 referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate
- 1211 provision of any/all test modifications as stipulated in the IEP
- 1212 • Maintain a central file with all special education evaluation material and IEP’s in accordance
- 1213 with FERPA and IDEA guidelines
- 1214 • Provide a report of student progress on the same schedule as students in general education
- 1215

1216 **Reporting**

1217 GHCHS will collect and maintain the following information on disabled students as required by  
1218 IDEA:

- 1219
- 1220 • A calculation of all school-age students with disabilities being provided special education  
1221 services by age, grade, category of disability and the number of students with disabilities who  
1222 are English Language Learners
- 1223
- 1224 • The number of students provided with test modifications and the types and the number of  
1225 students exempted from District assessments
- 1226
- 1227 • The settings in which students with disabilities receive their services, specifically including  
1228 the portion of the school day they receive services with non-disabled peers and time away  
1229 from the regular classroom
- 1230
- 1231 • The number of students with disabilities suspended “in-school” and out of school, organized  
1232 by disability and length of suspensions
- 1233
- 1234 • The basis of exit from GHCHS of students with disabilities (i.e., attainment of diploma and  
1235 type, declassified, moved, etc.)
- 1236

1237 All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be  
1238 the responsibility of the GHCHS Special Education Coordinator, as supervised by the Administrative  
1239 Designee. The Administrative Designee will ensure that a central file with all the special education  
1240 evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance  
1241 with IDEA guidelines. The Administrative Designee will oversee access to these records, and will be  
1242 responsible for ensuring that all providers responsible for the implementation of a student’s IEP will  
1243 have access to a copy of the IEP and will be informed of their specific responsibilities in  
1244 implementing the IEP.

1245

1246 **Due Process and Procedural Safeguards**

1247 In accordance with the IDEA, parents or guardians of a student with an IEP at GHCHS must give  
1248 written consent for the evaluation and placement of their child, be included in the decision-making  
1249 process when change in placement is under consideration, and be invited, along with teachers, to  
1250 conferences and meetings to develop their child’s IEP.

1251

1252 Any concerns or disagreements raised by parents will be acknowledged by the school within five  
1253 days, after which a meeting between the parent and school will be scheduled to seek resolution of the  
1254 disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a  
1255 due process hearing to challenge a decision regarding the identification, evaluation, or educational  
1256 placement of their child.

1257

1258 The school will provide the parent with all notices of procedural safeguards as well as with  
1259 information on the procedure to initiate both formal and informal dispute resolutions.

1260

1261 Parents have the right to initiate a due process hearing to challenge a decision regarding the  
1262 identification, evaluation, or educational placement of their child. If this occurs, the District and  
1263 GHCHS shall be named respondents and shall work together to defend the case.

1264  
1265 Parents have the right to file a complaint if they believe that the school has violated federal or state  
1266 laws or regulations governing special education. If this occurs, the District shall address and respond  
1267 to the complaint under its Uniform Complaint procedures.

1268  
1269 **Special Education Strategies for Instruction and Services**  
1270 GHCHS will comply with the federal mandate of the “least restrictive environment,” meaning that  
1271 the school will make every attempt to educate special education students along with their non-  
1272 disabled peers. GHCHS mainstreams all of its students as much as is appropriate according to each  
1273 individual IEP, offering a comprehensive inclusion program that includes specialized individual  
1274 tutoring through extended day and year. Each student’s IEP requires different kinds of modifications  
1275 for instruction and services, therefore the educational strategies of the IEP will be built around the  
1276 student’s needs and how these fit within the general educational program of the school. The  
1277 instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

1278  
1279 **Facility**  
1280 GHCHS, a conversion school, is located at 10535 Zelzah Avenue, Granada Hills, California, 91344,  
1281 occupying the same location and facilities prior to its initial charter in July, 2003. GHCHS will  
1282 continue to operate at that site and in those facilities throughout the term of this charter.  
1283 Correspondence may be directed to Brian Bauer, Executive Director.

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)*

1284  
1285 As our overall outcome objective, GHCHS intends for its students to meet or exceed achievement  
1286 levels of similar populations of students. In accordance with the ESLRs, every student who graduates  
1287 from GHCHS will be an effective communicator, an information manager, a problem solver, a  
1288 productive member of society and a lifelong learner.

1289  
1290 **Standards Based Curriculum**

1291 A standards-based curriculum is one that provides for each essential subject area the specific content  
1292 to be known and understood and the specific skills to be acquired. The California State Board of  
1293 Education and State Superintendent of Instruction have adopted standards-based curricula for the  
1294 essential subject areas of Language Arts, Mathematics, Science and Social Studies. GHCHS will use  
1295 these California standards as the center of its academic programming.

1296  
1297 Once the California State Board and Superintendent adopt standards-based curricula in the areas of  
1298 Fine Arts and Health/Physical Education, GHCHS too will use these. Until then, the faculty of the  
1299 school will use the California Department of Education Curriculum Frameworks in these subject  
1300 areas; and from the frameworks derive a working set of student performance standards.

1301  
1302 **Goals for the Demonstration of Skills, Knowledge, and Attitudes**

1303 GHCHS shall meet all statewide standards and conduct student assessments required pursuant to  
1304 Section 60605 of the California Education Code and any other statewide standards authorized in  
1305 statute or student assessments applicable to students in non-charter schools. GHCHS shall strive to  
1306 meet its API growth and AYP under the NCLB. Courses will meet “A-G” requirements of the  
1307 University of California and the California State University, and meet accreditation standards as  
1308 established by the Governing Board of the Western Association of Schools and Colleges.

1309  
1310 Applied Technical Arts Understand the critical significance and impact of technology on every  
1311 aspect of life; demonstrate the ability and skills necessary to utilize  
1312 technology and take advantage of the almost infinite resources  
1313 available to enhance their current and future quality of life; learn to  
1314 recognize the relationship between the arts and society. Students may  
1315 meet standards in applied technical arts by taking the following  
1316 classes:\* Woodworking, Metalworking, Automotive Technology,  
1317 Stagecraft and courses in Culinary Arts. Other classes offered include  
1318 Robotics, Yearbook, Computer Literacy, Computer Applications, Data  
1319 Processing, Web Design, Computer Programming, Advanced  
1320 Computer Science, AP Computer Science, Digital Imaging, Cartooning

1321		and Animation. Through the Multi-Media Academy, offerings will be
1322		expanded to meet the needs of students in the 21 <sup>st</sup> century.
1323		
1324		
1325	English Language	Achieve the following in programs designed for all English Language
1326	Development	Learners:
1327		• Academic proficiency in the English language
1328		• Academic achievement in all subject areas
1329		• Self-esteem and self-worth; pride in one's language and culture
1330		
1331		GHCHS will research and develop ways to improve our existing
1332		programs to better meet these goals, with particular emphasis on
1333		Language Arts (including ELD and SDAIE). Demonstration of
1334		proficiency in all areas of communication in English including
1335		listening, oral communications, reading and writing will be expected.
1336		Granada will follow the Master Plan for English Learners as long as
1337		required for LAUSD. Courses that meet the needs of the ELD learners
1338		will be offered and include ESL 1AB, 2AB, 3AB and 4AB. ESL 3 and
1339		4 will meet the state standards for grade nine English.
1340		
1341		
1342	Foreign/Heritage Language	Use a foreign/heritage language to communicate effectively and
1343		appropriately in listening, conversing, reading, and writing; to
1344		understand the cultures of the peoples who converse the target
1345		language; to understand the worth/value of the target language in our
1346		own society. Languages currently offered include three years of the
1347		following: Spanish, French, German, Italian, American Sign Language,
1348		Korean for Korean Speakers, and Spanish for Spanish Speakers. The
1349		Multi-Lingual Academy will continue to be an integral part of the
1350		language program at GHCHS with the goal of preparing students to be
1351		our teachers of tomorrow. GHCHS will continue to offer Advanced
1352		Placement classes in foreign languages. In partnership with the San
1353		Fernando Valley Chinese Cultural Association Chinese language and
1354		culture classes may be offered.
1355		
1356	Health and Human Services	Gain skills and access learning opportunities in an active and
1357		preventative manner that ensures all students can achieve school
1358		success through academic, career and personal/social development
1359		experiences. The National Standards for School Counseling Programs
1360		shall serve as a model for health and human services programs. The
1361		counseling department will meet standards by developing a website and
1362		links via the GHCHS homepage.
1363		
1364		
1365	Health and/or Life Skills	Understand human growth and development, as well as sexuality;
1366		understand nutrition, substance abuse, and the nature of illness; learn

1367		and internalize values, attitudes and behaviors that are essential in life
1368		and for success in academic environments as well as the workplace;
1369		become problem solvers who can identify school and community
1370		resources. To meet these goals, classes* offered include Health, Life
1371		Skills, Study Skills, College Prep Seminar, and Human Relations.
1372		
1373		
1374	Integrated Language Arts	Perform at a proficient level of reading, writing, speaking, and
1375		listening; comprehend texts; analyze literature using evidence; use
1376		language to function as informed and effective citizens in society, in
1377		the workplace and in lifelong learning; develop an appreciation of
1378		literature; master research skills and writing according to the <u>Modern</u>
1379		<u>Language Association Guidelines</u> . Proficiency of standards may be met
1380		in the following classes:* English 9AB, English 10AB, American
1381		Literature/Contemporary Composition, 12 <sup>th</sup> grade composition and
1382		elective classes. Certain classes will be offered with honors credit to
1383		meet the needs of the gifted and talented students. AP Literature and
1384		AP Language/Composition will be available. All 9 <sup>th</sup> grade students
1385		will be assessed for reading comprehension levels. Students having
1386		difficulty meeting proficiency standards in reading may participate in a
1387		program such as <i>Academy of Reading</i> . Other English elective courses
1388		offered are Creative Writing AB, Drama AB, Humanities AB, Speech
1389		AB, Journalism 1AB, 2AB and 3AB, Filmmaking AB, Literature
1390		Minority Americans, Myths & Legends and Literacy Analysis.
1391		
1392		
1393	Kinesiology and Physical	
1394	Education	Develop lifetime physical fitness concepts to develop and maintain
1395		motor skills, shape and maintain a positive self-image, display
1396		appropriate social behavior, and enjoy physical education as a
1397		recreational interest. Increase muscular strength and endurance, and
1398		flexibility and agility; develop cardio-vascular endurance and maintain
1399		body composition; plan a physical fitness program. Demonstrate
1400		knowledge of the skills and course content on written examinations,
1401		physical skills tests, and observation by the instructor during class
1402		activities. Proficiency standards may be met in the following physical
1403		education classes:* Advanced Team Sports, Physical Fitness, Tennis,
1404		Adaptive Physical Education, and Marching Band. These standards
1405		may also be met in complimentary male and female interscholastic
1406		sports.
1407		
1408		
1409	Mathematics	Express, interpret and use mathematical concepts to construct valid
1410		arguments and solve real-world problems; demonstrate conceptual
1411		understanding through appropriate application of mathematical skills
1412		and problem-solving techniques. Class* offerings include Algebra AB,



1413		Geometry AB, Algebra II AB, Trigonometry, Math Analysis, AP
1414		Calculus A, B and C, Discrete Math AB, and AP Statistics. A four
1415		semester algebra course will be offered to allow students an
1416		opportunity for remediation. This four-semester algebra course may be
1417		fluid allowing students to transfer between courses based on
1418		proficiency. Students who have not passed the California High School
1419		Exam mathematics section will be required to participate in math
1420		workshops or a math course designed to prepare students to
1421		successfully pass the exam.
1422		
1423		
1424	Science	Understand and demonstrate through application the use of the
1425		scientific process in problem solving; develop the habit of critical
1426		thinking, and learn to construct a body of concepts through experiential
1427		activities and communications; use technology for information
1428		retrieval, data acquisition and analysis, and communications;
1429		demonstrate mastery of research skills and scientific writing.
1430		Proficiency of science standards may be met in the following courses:*
1431		Environmental Science AB, Marine Science AB, Science 9AB,
1432		Biology AB, Marine Biology AB, College preparatory physical science
1433		course, Chemistry AB, Physics AB, and Physiology AB. Honors and
1434		Advanced placement courses will be offered to meet the needs of the
1435		gifted and talented students.
1436		
1437		
1438	Social Science	Understand the following universal concepts by using a variety of
1439		sources; recognition of the dignity of the individual and the importance
1440		of ethical issues in the context of societies; understanding religion,
1441		philosophy, and other major belief systems as they relate to culture as
1442		well as to human and environmental interaction; analyzing patterns of
1443		global change; applying basic economic and political concepts;
1444		knowledge of the role minorities, immigrants, and women have played
1445		in society; understanding of the basic principles of democracy and the
1446		origins of basic constitutional concepts; development of political
1447		systems across time; knowledge of the globalization of national affairs;
1448		and using time and chronology in the analysis of cause and effect.
1449		Social Science standards may be met through the following courses*:
1450		Modern World History AB, US History: 21 <sup>st</sup> Century AB, Government,
1451		Economics. Honors and Advanced Placement courses will be offered
1452		to meet the needs of the gifted and talented students. In addition, the
1453		following classes will be offered to help students meet the standards:
1454		Advanced Placement World History, Advanced Placement European
1455		History, Introduction to Sociology, Introduction to Psychology,
1456		Advanced Placement Psychology, Introduction to Anthropology,
1457		Geography AB.
1458		

1459  
 1460 Special Education Achieve goals and objectives designed specifically to address his or her  
 1461 academic, vocational, and social-emotional strengths and needs.  
 1462 GHCHS shall comply with Section 504 of the Rehabilitation Act of the  
 1463 Americans with Disabilities in Education Act (IDEA) and the Modified  
 1464 Consent Decree as long as required of the LAUSD. Multiple methods  
 1465 for assessing student growth and understanding will be employed in  
 1466 order to provide continuous feedback for all individuals supporting the  
 1467 student (i.e. parents, teachers, designated instructional service  
 1468 providers, etc.) Students will access the general education curriculum in  
 1469 all subject areas, with accommodations and modifications appropriate  
 1470 to each student’s needs pursuant to an Individualized Education Plan  
 1471 (IEP). Students will demonstrate proficiency as defined in their IEP in  
 1472 core curriculum subject matter through a variety of assessment  
 1473 methods. Consultation and collaboration between general and special  
 1474 education teachers will ensure full access to the general education  
 1475 curriculum for all students with exceptional needs. GHCHS will  
 1476 continue federal and state mandated education services. Students that  
 1477 meet all course requirements who cannot pass the CASHEE, may earn  
 1478 a Letter of Recommendation. Students needing a modified curriculum  
 1479 as determined in their IEP, will be able to access the key standards  
 1480 based competencies with the goal of earning a diploma or Letter of  
 1481 Recommendation. Students may also earn a Certificate of Attendance  
 1482 by completing the Alternative/Modified and Life Skills curriculum.  
 1483 Students with IEPs will be provided instruction in transition options  
 1484 using curriculum similar to “Learn to Earn” as well as hands on  
 1485 experiences through work experience and/or ROP.  
 1486

1487  
 1488 Visual/Performing Arts Make critical, informed judgments about the arts and aesthetics;  
 1489 recognize the relationship between the arts and society and the  
 1490 connection to one’s own culture; to have the ability and opportunity to  
 1491 demonstrate one’s own creativity utilizing any medium. Courses\*  
 1492 offered to meet standards will be Art History and Analysis AB,  
 1493 Ceramics AB, Drawing AB, Design craft AB, Painting AB, Jewelry  
 1494 AB, American Images AB, AP Drawing AB, AP Studio Art AB,  
 1495 Digital imaging AB, Choir AB, Chorus AB, Vocal Ensemble AB, Jazz  
 1496 Ensemble AB, Advanced Band AB, Instruments AB, Keyboards AB,  
 1497 Advanced Placement Music Theory, Music History, Theatre Arts  
 1498 Workshop/Dance Choreography Production and Play Production.  
 1499

1500 \*Course lists are not exclusive and may change as determined by the Governing Board  
 1501

1502 **Promotional Standards**

1503 Mastery of the standards for each course will be the basis for promotion. Because GHCHS students  
 1504 will spend significantly more time on task compared to their counterparts in District schools, the

1505 school expects to see a high promotion rate. Teachers will assess a student’s progress on a quarterly  
 1506 basis in order to gauge whether the student is mastering the objectives throughout the year. The  
 1507 program design of GHCHS is to ensure that all students succeed. Extended day programs would  
 1508 provide teachers with the time needed to do remediation work when necessary. Students who are in  
 1509 jeopardy of retention will be individually counseled and given extra help in their specific areas of  
 1510 concern. Students who continue to struggle will be provided with tutoring from outside sources.

1511  
 1512 In addition to progress reports, in-class tests and teacher observations, students’ CAT-6 and  
 1513 California Standards Test scores, and where applicable, the California English Language  
 1514 Development Test (CELDT) test scores will also be taken into account for promotional purposes.

1515  
 1516 **Retention**

1517 Students who do not meet the performance standards for advancement to the next grade or course  
 1518 will be retained in their current grade in accordance with their applicable promotional academic  
 1519 credits. These students will have been identified earlier in the academic year and will most likely be  
 1520 supported by a Student Success Team. Students who have been retained who continue to perform  
 1521 poorly will be referred for an individual assessment in accordance with the procedures detailed for  
 1522 Special Education.

1523  
 1524 **Graduation Requirements and Course Sequences**

1525 All students must accumulate a minimum of 230 credits in grades nine through twelve and meet  
 1526 proficiency standards as determined by the State of California to graduate with a diploma. Students  
 1527 must take the following required coursework:

1528		
1529	English	40 credits
1530	College Preparatory Math	20 credits
1531	Laboratory Science	
1532	Biological Science AB	10 credits
1533	Physical Science AB	10 credits
1534	Social Science	
1535	World History AB	10 credits
1536	American History AB	10 credits
1537	Economics/Government	10 credits
1538	Visual Performing Arts AB	10 credits
1539	Foreign Language AB	
1540	or Applied technology AB	10 credits
1541	Health	5 credits
1542	Life Skills or Local Option	5 credits
1543	Physical Education	20 credits
1544	<u>Electives</u>	<u>70 credits</u>
1545	TOTAL	230 credits

1546  
 1547 Credit may only be earned in classes not previously passed. Credit is not given if classes are taken to  
 1548 raise a grade from a “D” or above. Repeat classes do not replace previously earned grades; therefore,  
 1549 all grades are averaged for determination of GPA. Students taking honors and Advanced Placement  
 1550 courses will earn extra grade points as determined by the GHCHS Governing Board. A maximum of

1551 ten (10) credits may be earned for School Service toward graduation. Students are to be enrolled in  
1552 no more than one school service course per semester. Grade promotion will be determined by credits  
1553 earned and proficiency of grade level English courses as follows:

1554

1555	9 <sup>th</sup> to 10 <sup>th</sup> Grade-	55 credits and passed English 9AB
1556	10 <sup>th</sup> to 11 <sup>th</sup> Grade-	110 credits and passed English 10AB
1557	11 <sup>th</sup> to 12 <sup>th</sup> Grade-	170 credits and passed American
1558		Literature/Contemporary Composition
1559	Graduate-	230 credits

1560

1561 *Graduation requirements may change as determined by the Governing Board*

1562

1563 **Notification and Transferability**

1564 GHCHS currently offers a-g course requirements for UC and CSU and we are accredited by the  
1565 Western Association of Schools and Colleges. As a charter school, GHCHS will maintain  
1566 accreditation from WASC and offer courses that meet the a-g university requirements. GHCHS will  
1567 work with the UC staff to establish a course list for the independent charter school and apply to the  
1568 UC Board on Admissions and Relations with Schools Committee for new course approval.

1569

1570 All parents and students will be notified that GHCHS is WASC accredited and offers a-g college  
1571 requirements in the following ways: Summer mailing, School Brochures, Articulation Night, 9<sup>th</sup>  
1572 grade and new student orientations, grade level meetings, college awareness meetings and our  
1573 monthly newsletter to the community, *The Sounds of the Highlands*.

1574

1575

1576

1577 **Accelerated Diploma/Graduation**  
 1578 Students may earn a diploma in the standard four-year program or elect to earn the diploma in an  
 1579 accelerated three-year program as follows:  
 1580

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
English 9AB	English 9 AB	Am. Lit/Comp	Am. Lit/Comp	Senior English	Senior English
Health	Life Skills	U.S. History A	U.S. History B	Princ of American Democracy	Economics
Coll. Prep Math	Coll. Prep Math	Coll. Prep Math	Coll. Prep Math	Math	Math
World History A	World History B	Coll. Prep. Sci – Biology AB	Coll. Prep. Sci – Biology AB	Coll. Prep. Sci – Chem AB	Coll. Prep. Sci – Chem AB
Foreign Lang	Foreign Lang	Foreign Lang	Foreign Lang		
Physical Ed	Physical Ed	Physical Ed	Physical Ed	Visual/Perf Arts	Visual/Perf Arts
Summer or extra classes English 10 AB		Applied Technical Arts -summer			
Extra 3 unit college class		Extra 3 unit college class		Extra 3 unit college class	
<b>80 for the year</b>		<b>80 for the year</b>		<b>70 for the year</b>	

1581  
 1582 Following the above schedule, students would be able to successfully matriculate to college in the  
 1583 following ways:

- 1584 1. Earn the GHCHS diploma in as few as three years.
- 1585 2. Earn one year of lower division college credit by the end of their fourth year.
- 1586 3. Acquire an Associate of Arts degree and satisfy CSU/UC transfer requirements by the end of  
 1587 year four.

1588  
 1589 In addition to providing students the access to college courses and experience, the accelerated  
 1590 diploma program also provides the GHCHS and the LAUSD with additional seat space to be used to  
 1591 address overcrowding.

1592  
 1593 **When and How Student Outcomes Will Be Assessed**

1594 Students will be regularly assessed in their mastery of the above skills, knowledge and attitudes  
 1595 through means such as observation of their activities and their production of meaningful work,  
 1596 classroom examination, state-mandated tests, and/or other assessment tools that may be deemed  
 1597 appropriate by GHCHS.

1598  
 1599 **Attendance Requirements**

1600 GHCHS will comply with Education Code Section 47612.5 in regard to the required number of  
 1601 minutes of instruction. GHCHS will explore innovative scheduling and calendars. Attendance is

1602 required of all students during school hours. GHCHS will not accrue attendance credit for any student  
1603 who is absent from school.

1604

1605 **Selection of Curriculum, Materials, and Instructional Activities**

1606 Curriculum, materials, and instructional activities are to be selected by instructors, departments and  
1607 GHCHS curricular teams in accordance with state standards and state frameworks. If there is an  
1608 issue of substantial concern, the issue may be brought before the Governing Board for review.

1609

1610 **Accountability**

1611 All stakeholders in the GHCHS community are responsible for providing the opportunity and  
1612 environment conducive to student achievement. The GHCHS Governing Board will be accountable  
1613 for monitoring and assessing student progress and continued evaluation of ways in which progress  
1614 may be improved. Students and parents are ultimately responsible for achievement of the above-  
1615 entitled goals.

ELEMENT 3  
METHODS OF ASSESSING PUPIL PROGRESS TOWARDS MEETING  
OUTCOMES

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

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**OUR UNDERLYING BELIEFS REGARDING STUDENT ASSESSMENT**

We believe assessment of student progress is an extremely valuable tool for teacher growth and schoolwide improvement. Schools have traditionally made use of very limiting models of student assessment: multiple choice, end-of-year exams, publisher produced end of unit tests, etc. 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.

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 and that we assess periodically over time to create a more accurate profile of student performance.

**Forms of Assessment**

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

**Standardized Tests**

Norm reference tests like the CAT-6 as well as criterion-reference tests like the California Standards Test and the CAHSEE will be administered during the year.

**Performance Assignments**

Performance assignments are projects, papers, or tasks that require students to produce or create a product. While they are more open-ended than multiple choice exams, they always are aligned to content standards. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. We are developing a school wide performance assignment to address progress of our ESLRs. Departments, through their benchmark and core assignments, will continue to develop performance assignments.

**Rubrics**

Rubrics will be developed 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.

**Assessment Schedule**

A schoolwide assessment schedule may be developed by the Curriculum and Instruction Standing Committee. Individual teachers and departments may develop a system for assessing students that

1654 closely aligns with their instructional goals. Ongoing, periodic assessment is an integral part of the  
1655 teaching/learning process. Assessment of student progress will take place at the end of units of study,  
1656 after individual lessons, and periodically when students have had opportunities to internalize new  
1657 concepts.

1658  
1659 **Collaborative Scoring**  
1660 At GHCHS, teachers are problem solvers and collaborators, just as students are. Throughout the year,  
1661 teachers will meet to score student work. We aim to develop a school culture that focuses on  
1662 powerful teaching and learning. Collaborative assessment is a tool for teachers to talk about their  
1663 teaching and improve their practices. As teachers assess student work, they will identify instructional  
1664 practices that are effective for students, set goals for their teaching, and share successful lessons,  
1665 strategies, and classroom practices.

1666  
1667 To ensure that all statewide performance standards are met and to ensure continual evidence of pupil  
1668 learning, GHCHS shall conduct testing pursuant to Education Code Section 47605(c) as well as its  
1669 own assessment and evaluation process as they apply to the individual and our own school  
1670 performance. Grading will be by criteria currently in place. Students will be assessed in each of the  
1671 core academic skill areas by a combination of assessment tools that may include, but are not limited  
1672 to, the following:

1673 **OUTCOMES:**

1674 1.) Standards-based Skills (California State Content Standards)

1675  
1676 Assessments:

- 1677 • California High School Exit Exam (CAHSEE)
- 1678 • California Standards Test
- 1679 • CAT-6 – (Norm Referenced Test)
- 1680 • Teacher Evaluation and Assessment

1681 2.) Additional Performance Indicators

1682 Secretary's Commission on Achieving Necessary Skills (SCANS)  
1683 Preparation for Post Secondary Options

1684  
1685 Assessments:

- 1686 • a-g completion requirements (UC/CSU)
- 1687 • Armed Services Vocational Aptitude Battery (ASVAB)
- 1688 • California English Language Development Test (CELDT)
- 1689 • Career Profiler
- 1690 • College Board Advanced Placement Exams
- 1691 • Fitness Gram
- 1692 • Kaufman Test of Educational Achievement (KTEA)
- 1693 • Placement Exams (Subject A, Entry Level Mathematics (ELM) and English  
1694 Placement Test (EPT) or similar community college data)
- 1695 • SAT, SAT II
- 1696 • Woodcock-Johnson



- 1697 3.) Expected Schoolwide Learning Results (ESLRs):
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- 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.
- Assessments:
- Standards Based Assignments:  
(*Grade Level/Subject Matter Designed Core and Benchmark Assignments*)
  - 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

## ELEMENT 4

### THE GOVERNING STRUCTURE OF THE SCHOOL

*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)*

1721  
1722 GHCHS shall be an unincorporated independent public agency acting as a separate legal entity.  
1723 GHCHS shall be accountable to its chartering agency for its outcomes in accordance with the  
1724 California State Charter Schools Act.

#### 1725 1726 **Revocation**

1727 In accordance with Education Code Section 47607, the LAUSD may revoke the GHCHS charter on  
1728 any of the following grounds:

- 1729
- 1730 • GHCHS commits a material violation of any of the conditions, standards, and procedures set forth
  - 1731 in the charter.
  - 1732 • GHCHS fails to meet or pursue any of the pupil outcomes identified in the charter.
  - 1733 • GHCHS fails to meet generally accepted accounting principles, or engages in fiscal
  - 1734 mismanagement.
  - 1735 • GHCHS violates any provisions of law.

1736  
1737 Prior to revocation, the LAUSD will notify GHCHS in writing of the specific violation. The LAUSD  
1738 will give GHCHS a reasonable opportunity to remedy the violation. In the case of disputes, the  
1739 parties agree to adhere to the dispute resolution procedures identified in the charter.

1740  
1741 In accordance with Education Code Section 47607, the LAUSD shall retain the right to revoke the  
1742 charter immediately if the District Board finds in writing that GHCHS is engaging in or has engaged  
1743 in activities that constitute a severe and imminent threat to the health and safety of the students.  
1744 Under these circumstances, the dispute resolution procedures will be inapplicable.

#### 1745 1746 **Term**

1747 The duration of the charter will be five years from the date of approval.

#### 1748 1749 **Renewal**

1750 Renewal of the charter shall be in accordance with the standards set forth in Education Code Section  
1751 47605. GHCHS must submit a petition for renewal by January 31 of the year the charter is scheduled  
1752 to expire.

#### 1753 1754 **Severability**

1755 The terms of this charter contract are severable. In the event that any of the provisions are  
1756 determined to be unenforceable or invalid under the provisions of California State Charter Schools  
1757 Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect,  
1758 unless mutually agreed otherwise by LAUSD and the Governing Board of GHCHS. The District and  
1759 school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions

1760 in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the  
1761 charter.

1762

1763 **Indemnification**

1764 To the fullest extent permitted by law the Charter School does hereby agree, at its own expense, to  
1765 indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,  
1766 officers, directors, agents, representatives, employees, and volunteers from and against any and all  
1767 claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any  
1768 person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such  
1769 claims, damages, losses and expenses including but not limited to attorney’s fees, which result from  
1770 the actions or omission of actions of LAUSD. The Charter School further agrees to the fullest extent  
1771 permitted by law at its own expense, to indemnify, defend, and hold harmless the LAUSD and the  
1772 Board of Education and their members, officers, directors, agents, representatives, employees and  
1773 volunteers from and against any and all claims, damages, losses and expenses including but not  
1774 limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and  
1775 expenses arising from or relating to acts or omission of acts committed by the Charter School, and  
1776 their officers, directors, employees or volunteers, except for any such claims, damages, losses and  
1777 expenses including but not limited to attorney’s fees, which result from the actions or omission of  
1778 actions of LAUSD.

1779

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1781

1782 **GHCHS GOVERNING BOARD**

1783

1784 The mandate of the Governing Board consisting of stakeholders of GHCHS is to implement the  
1785 guiding mission of GHCHS as articulated in this Charter. In order to do so the Governing Board is  
1786 empowered to operate as the decision-making body in regard to school-wide policies. The governing  
1787 structure is designed to foster participation by all stakeholders, and assure the effectiveness of local  
1788 school control and accountability. As such, the Governing Board will exist to affirm or reject policy  
1789 recommendations made by the Standing or ad hoc Committees established by the Governing Board,  
1790 and to evaluate the Executive Director. As part of the school’s mission, it is vital that pupils witness  
1791 and participate in the school’s collaborative process of policy development and decision making.

1792

1793 School-wide policies under the purview of the Governing Board include, but are not limited to:

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- Strategic planning
- Annual budget development and approval
- Fiscal oversight
- Selection, evaluation, and when necessary, termination of administrators and managers
- Oversight in the hiring, evaluation, and when necessary termination of members of the faculty and staff
- School calendar
- Admission requirements
- Oversight of curricular and extra-curricular programs
- Community service programs
- Graduation requirements

- 1805 • School facilities and safety
- 1806 • Pupil behavior and performance, including but not limited to academic achievement and
- 1807 mitigation, attendance, dress and decorum, maintenance of a clean campus, open-campus and
- 1808 other privileges, participation in extra-curricular activities and discipline proceedings.
- 1809 • School-Community relations
- 1810 • Establish ad hoc hiring committee composed of a variety of stakeholder representatives,
- 1811 depending on the position being hired for.

1812

1813 **Composition of the Governing Board**

1814 The Governing Board shall consist of eight (8) voting members: four (4) teachers, one (1) classified

1815 staff member, two (2) parents, and one (1) administrator (other than the executive director). Should

1816 the law change necessitating a change in Board composition, such change may be made by the

1817 GHCHS Stakeholders without the need to submit the change to the District for approval. The District

1818 shall be promptly notified of any such change.

1819

1820 For a policy or motion to be passed, a majority -- at least five members -- will need to approve.

1821

1822 **Elections**

1823 Although board members are welcome to join standing committees and parent groups, no board

1824 member may simultaneously serve as the *chair* of any academic department, standing committee, or

1825 parent group (i.e. PTSA, Booster Club) on campus.

1826

1827 *Of Teachers:*

- 1828 • Teacher board members will be elected by a simple majority vote of all teachers at GHCHS.
- 1829 • Only permanent teachers may serve on the board.
- 1830 • No teacher who currently serves as a department chair may be elected to a Governing Board
- 1831 seat.
- 1832 • No teacher who currently serves as the faculty bargaining unit representative may be elected
- 1833 to a Governing Board seat.
- 1834 • No more than one member of each academic department may hold a board seat at the same
- 1835 time. In the event that two or more members of the same department are competing for a seat
- 1836 on the Governing Board, the individual who receives the most votes will be selected.
- 1837 • A teacher who teaches in more than one department will be considered to represent the
- 1838 department for which they teach the most hours.

1839

1840

1841

1842 *Of Parents:*

- 1843 • Parent board members will be elected by a simple majority vote of all parents of current
- 1844 students at GHCHS.
- 1845 • The parent board member cannot be an employee of GHCHS.
- 1846 • Only parents whose students attend GHCHS at the time the board seat begins may serve on
- 1847 the Governing Board.

1848

1849 *Of Classified Staff:*

- 1850 • Classified staff board members will be elected by a simple majority vote of all classified staff.

- 1851 • No classified staff member who currently serves as the bargaining unit representative may be  
1852 elected to a Governing Board seat.

1853  
1854 *Of Administrative Staff:*  
1855 • Not counting the Executive Director, the administrative staff shall select a representative to  
1856 serve on the board for a term of at least one year.

1857  
1858 **Board Member Terms**

- 1859 • Each board member shall serve a term of two years.  
1860  
1861 • No board member may serve more than two terms consecutively.  
1862  
1863 • After two consecutively served terms, an individual must take one year off before running for  
1864 election again.  
1865  
1866 • Governing Board terms begin with the fiscal year on July 1st of an election year and end on  
1867 June 30th of the second year. Elections will be held in the Spring Semester, before the end of  
1868 the fiscal year when a board member's term is ending and special elections may be called  
1869 whenever necessary to fill a board seat.

1870  
1871 **President of the Governing Board**

1872 Each fiscal year, the Board will elect a President by a simple majority vote of all Board Members.  
1873 Any member of the Board may be eligible for this position, regardless of which stakeholder group  
1874 he/she represents.

1875  
1876 The President may choose to resign the Presidency with a letter of resignation, in which case the  
1877 Governing Board will elect a new president for the remainder of that term.

1878  
1879 The President may be recalled from the Presidency by a 2/3 vote of the Governing Board. In this  
1880 case, the Governing Board will elect a new president for the remainder of that term.

1881  
1882 **Governing Board Meetings**

1883 The Governing Board shall meet monthly or more often as needed. The Board will attempt to  
1884 achieve consensus in the determination of school-wide policy. When consensus cannot be reached,  
1885 decisions will be determined by vote, with the will of the majority prevailing.

1886  
1887 In order to foster a cooperative and collaborative relationship, facilitate communication, encourage a  
1888 meaningful articulation of ideas, and promote mutual understanding between GHCHS and non-  
1889 charter schools within LAUSD, one representative of LAUSD may be invited to attend, in  
1890 accordance with the bylaws, board meetings at the discretion of the Governing Board.

1891  
1892 The GHCHS Governing Board will also solicit the participation of members of the community who  
1893 do not have a direct stake in or accountability for the school's educational mission and outcomes as  
1894 expressed in this charter. Members of the community may attend board meetings consistent with  
1895 open meeting requirements.

1896

1897 All Governing Board meetings are open to the public. Meeting agendas and minutes will be made  
1898 available as required by law.

1899  
1900 During the term of this charter, GHCHS may explore the benefits of constituting itself as a California  
1901 Public Benefit Corporation pursuant to California law. Should such incorporation be deemed  
1902 advantageous to the fulfillment of the school's mission, GHCHS will be governed pursuant to the  
1903 bylaws adopted by the incorporators, which may subsequently be amended pursuant to the  
1904 amendment process specified in the bylaws.

1905  
1906 GHCHS will maintain in effect general liability and board errors and omissions insurance policies.  
1907

1908 **Recall Procedures**  
1909

1910 *Of Teachers:*  
1911 Signatures of 40percent of the teachers are needed in order to initiate recall procedures. Within two  
1912 weeks of receiving this petition, the Executive Director will oversee a vote of the faculty by secret  
1913 ballot. A two-thirds vote by the teachers will recall the teacher Governing Board Member in  
1914 question.

1915  
1916 *Of Parents:*  
1917 If concerns regarding the parent Governing Board Members are expressed to the Board President,  
1918 then it is the responsibility of the President to consider the validity of these concerns and decide  
1919 whether a recall vote of the parent is appropriate. A two-thirds vote of the Governing Board is  
1920 needed to recall a parent Board Member.

1921  
1922 *Of Classified Staff:*  
1923 Signatures of 40percent of the classified staff are needed in order to initiate recall procedures. Within  
1924 two weeks of receiving this petition, the Principal will oversee a vote of the classified staff by secret  
1925 ballot. A two-thirds vote by the classified staff will recall the classified staff Governing Board  
1926 Member in question.

1927  
1928 *Of Administrative Staff:*  
1929 If concerns regarding the Administrative Governing Board Member are expressed to the President,  
1930 then it is the responsibility of the President to consider the validity of these concerns and decide  
1931 whether a removal vote of the administrator is appropriate. A two-thirds vote of the Governing  
1932 Board is needed to remove this member.

1933  
1934 **Replacement Procedures**  
1935 If a Governing Board Member wishes to resign, he or she will submit a letter of resignation to the  
1936 President of the Governing Board.

1937  
1938 If a Governing Board Member resigns or is recalled, an election will be held to replace the Board  
1939 Member for the remainder of that term. This time for a replacement Board Member will count as one  
1940 term. At the end of the first term, the replacement Board Member may run for a second term. At the  
1941 end of a second term, one year must be taken off before running again.  
1942

1943 **Governance Structure**

1944 GHCHS believes that we will best serve students via a bottom up philosophy of governance. We  
1945 envision faculty, staff, parents, students, and administrators bringing their concerns and ideas to one  
1946 or more standing committees through attending and participating in open committee meetings and  
1947 submitting written proposals to the committees. All stakeholders will have representatives on each  
1948 committee so that concerns and ideas may also be brought to the attention of the committees through  
1949 this representation. The standing committees will then work to create policies and programs in the  
1950 areas of their purview based on the input they receive from stakeholders.

1951  
1952 Consistent with legal requirements, standing committees will make it a practice to seek the input of  
1953 stakeholders by publishing their meeting times and agendas and by communicating with the school  
1954 community on a regular basis. When a standing committee is faced with a decision that will have a  
1955 major effect on the entire faculty and staff, that committee may poll the faculty and staff in order to  
1956 best represent their constituents when making the decision. Such decisions include the length of the  
1957 school day, the structure of the school year calendar, final exam schedules and other special bell  
1958 schedules, and any changes in working conditions such as salary, benefits, or other contract issues.  
1959 Any such decision must be consistent with and subject to the charter's current bargaining agreements  
1960 and any obligation by GHCHS to bargain such changes.

1961  
1962 Policies must be created in standing committees or Board established ad hoc committees and  
1963 submitted from those committees to the Governing Board for approval. Policies may include the  
1964 following: graduation requirements, curriculum, professional development, new construction, use of  
1965 facilities, budgetary policy, requirements for audits, dress code, attendance policy, special student  
1966 programs, and student discipline. In non-policy decisions, whenever possible, the Governing Board  
1967 will seek input from standing or Board established ad hoc committees. In the best interest of  
1968 members of the charter, the Governing Board will act independently on selected non-policy issues  
1969 such as confidential personnel issues, pending lawsuits, and campus emergencies.

1970  
1971 In addition to the Governing Board meeting on a regular basis, each standing committee will be  
1972 required to meet a minimum of once a month, but more often as necessary. In addition a Council of  
1973 Councils shall be formed including the chairs of each standing committee, the Executive Director, the  
1974 Chief Business Officer and the Principal. Council of Councils members will be required to meet a  
1975 minimum of once a month, but more often as necessary, and will be expected to attend Governing  
1976 Board meetings, Council of Councils meetings, and their own standing committee meetings to ensure  
1977 schoolwide communication in decision making.

1978  
1979 Special time will be set aside during regular faculty meetings for updates. At this time, Council of  
1980 Councils members and other standing committee members will be expected to report to the faculty  
1981 and staff the activities of their groups, seek faculty and staff input, and promote schoolwide  
1982 discussion of issues. This time will also provide any faculty or staff member the opportunity to  
1983 update the entire group on developing events around campus.

1984  
1985 **Standing Committees**

1986 The Governing Board shall propose standing and temporary (ad-hoc) committees to focus on specific  
1987 tasks and/or policies, such as those listed in the initial description of the Governing Board's purview

1988 stated previously. A simple majority vote of the permanent teachers shall be required to ratify and  
1989 establish the committee structure.

1990  
1991 There will be standing committees, to address the following areas, with purviews such as those listed  
1992 below:

- 1993
- 1994 • Curriculum and Instruction - curriculum, instructional delivery, professional development,  
1995 graduation, technology, school calendar and scheduling. All academic department chairs or their  
1996 designees are required to serve on this committee;
  - 1997
  - 1998 • Student Services - school safety, security, attendance, and student needs;
  - 1999
  - 2000 • Human Resources - employee contracts, salary, benefits, incentives, work related issues;
  - 2001
  - 2002 • Facilities and Operations - this committee will not manage the day to day running and  
2003 maintenance of the plant, but will determine new construction, appropriation of Measure K, Prop  
2004 BB, and other such funds, policy on facilities rental, and other plant improvements and policies;
  - 2005

2006 among others.

2007  
2008

### **Standing Committee Composition**

2009 Each standing committee will be composed of 15 members: 9 teachers (1 from each department or  
2010 department group, as follows: English, Math, Social Studies, Science, Foreign Language/ESL,  
2011 Physical Education, Special Education, Fine & Technical Arts/Life Skills & Health/Electives, Out of  
2012 Classroom Personnel), 1 Assistant Principal, 2 parents, 2 classified staff members, and 1 student  
2013 (from the Student Council class). Each academic department will place its chair on the Curriculum &  
2014 Instruction committee and select, through an internally designed process, 3 other teachers to serve on  
2015 the remaining committees. The Assistant Principals and Student Council class will each select 4  
2016 individuals and the parents and classified staff will each select 8 individuals to serve on the various  
2017 committees through their own internally designed selection process. Each standing committee will  
2018 then elect its own chair by a simple majority vote. A standing committee member may only serve as  
2019 chair for a maximum of 2 consecutive years with 1 mandatory year off before being eligible for the  
2020 chair position again.

2021  
2022  
2023 All 15 members of each standing committee are voting members and a quorum of 8 members is  
2024 necessary to hold a decision-making vote on any issue.[If standing committee members must be  
2025 absent from a meeting, they may send designees from their constituency groups to vote in their  
2026 absence as long as the standing committee chair is notified in advance of the identity of the designee.]

2027  
2028 Changes to standing committees (i.e. composition, recall, purview etc.,) may be made through the  
2029 GHCHS by-laws process without the need to submit the change to the District for approval.

2030

### **Fiscal Management**

2031 A campus financial office will be established and staffed by the Chief Business Officer (CBO) who  
2032 will oversee all financial matters on campus. Budget allocations and expenditures would be made  
2033



2034 public through this office. The financial office may work closely with an outside CPA for the audit of  
2035 the school's end of year financial statements and for appropriate review of procedures and internal  
2036 control. Each standing committee may be authorized to manage the portion of the school's budget  
2037 under its previously stated purview. The Governing Board may authorize a standing committee to  
2038 make final financial decisions regarding portions of the school's budget. For example, the Curriculum  
2039 & Instruction committee may appropriate surplus funds by awarding mini-grants to teachers who  
2040 submit proposals.

2041  
2042 The CBO will identify all expenditures necessary by law and budget for them from the general fund.  
2043 These would be items such as payroll, benefits, utilities, and district encroachments. The standing  
2044 committees will propose their needs to the CBO from a "zero-based budgeting" approach, which  
2045 means that all expenditures would be justified and not necessarily solely based on past practices,  
2046 although they would serve as a guide. The CBO, standing committee chairs, Executive Director, and  
2047 administrative staff will review the proposals from the standing committees together and revise, if  
2048 necessary, as they prepare the budget. The resulting budget will be sent to the standing committees  
2049 for review, input, and eventual recommendation to the board. A simple majority of the standing  
2050 committees must recommend the budget to the Governing Board for approval. In the event that a  
2051 simple majority cannot be reached in a timely manner, the CBO has the authority to pay for essential  
2052 ongoing costs such as utilities, salaries, health benefits, and other daily operational expenses.

2053  
2054 Once each standing committee receives its allocation from the overall budget, that committee will  
2055 determine through a process set down in their by-laws how to spend those funds. Standing  
2056 committees will monitor block grants to ensure that resources are allocated to students for whom they  
2057 were intended. Changes to the current overall budget must be reviewed by the Council of Councils  
2058 before recommendation to the Governing Board.

2059  
2060 GHCHS agrees to notify the LAUSD if it decides to incorporate as a non-profit corporation and  
2061 agrees to amend the charter if any such change takes place.

2062  
2063 **Leadership Compensation**  
2064 All Governing Board members and standing committee chairs may be compensated for their time and  
2065 energy in some manner, such as through a stipend, a period off (for teachers) or part of their annual  
2066 salary.

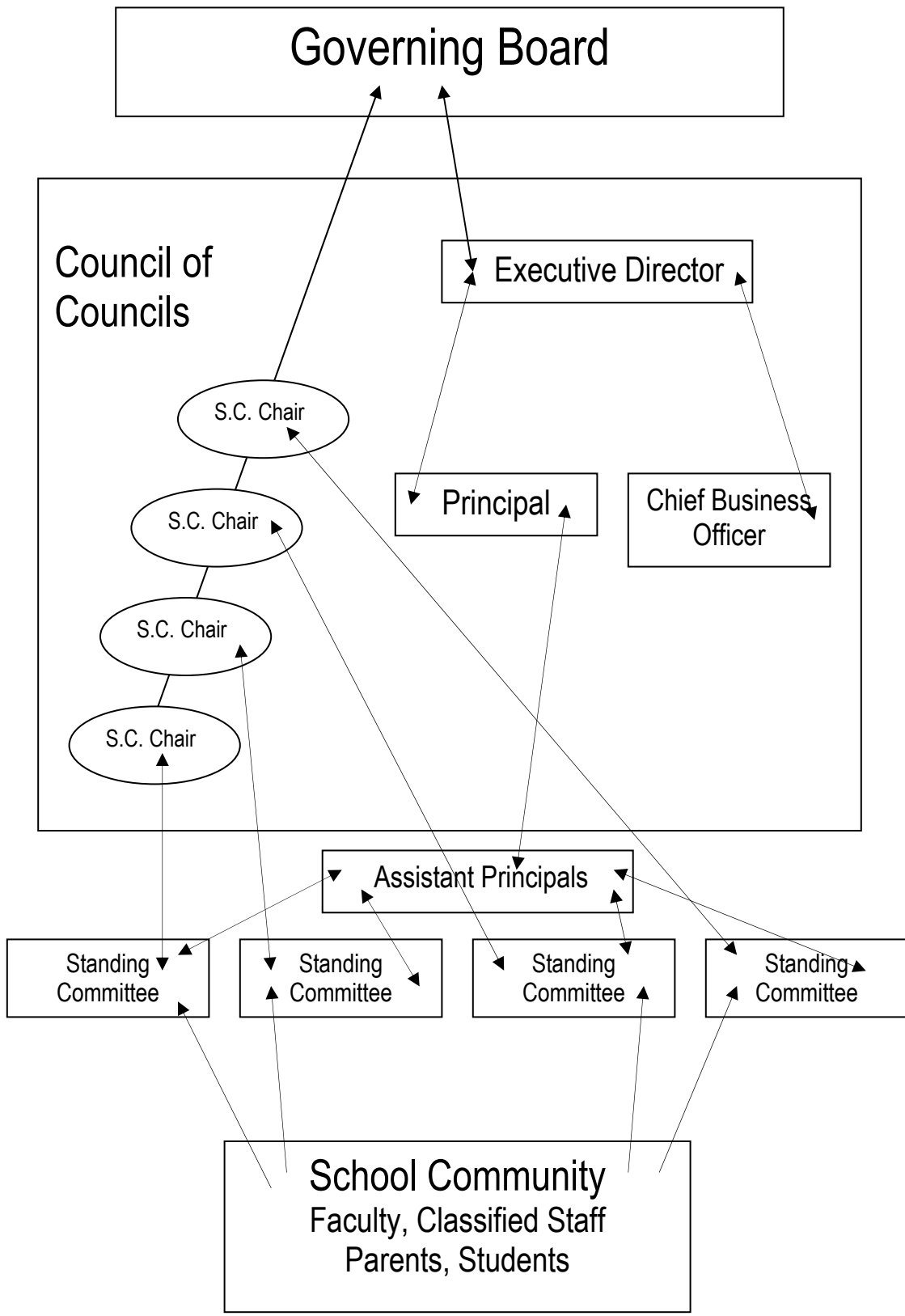
2067  
2068 **GHCHS By-Laws**  
2069 By-laws will enumerate internal governance procedures, including standing committee procedures  
2070 and functions. The by-law development process will be established by an ad hoc committee of the  
2071 Governing Board. This process must include a process in which interested stakeholders ratify the by-  
2072 laws.

2073  
2074 **Amending the Governing Structure**  
2075 The governing structure of GHCHS may be revised. Amendments to this charter may be proposed in  
2076 writing and submitted to the Governing Board by any stakeholder. Amendments must then be  
2077 approved by two-thirds of the teachers and two-thirds of the voting members of the Governing Board.  
2078 Pursuant to Education Code Section 47607, material revisions of the charter shall be made in  
2079 accordance with the standards and criteria of Education Code Section 47605. All Governing Board

2080 activities will be conducted in accordance with its bylaws, which may subsequently be amended  
2081 pursuant to the amendment process specified in the bylaws, and with relevant state and federal codes  
2082 governing public agencies.

2083

2084 (Governing Structure flow chart on following page)



ELEMENT 5  
EMPLOYEE QUALIFICATIONS

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**BELIEFS**

GHCHS is driven by its Mission Statement:

*GHCHS 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.*

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. The GHCHS educational community will form an alliance for educational excellence. 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.

**Code of Professionalism**

Adapted from the California Educational Code, Title 5, Section 80130, the following Code of Ethics applies to all staff members, full or part time:

**Preamble**

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.

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.

**Goals of Granada Hills Charter High School**

GHCHS will improve student achievement by the following:

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

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

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.

2127 GOAL 4: Continue to actively investigate, pursue, and implement, as appropriate, innovations  
2128 that will improve student achievement.

2129

2130 GOAL 5: Maintain and improve school safety and campus security.

2131

2132 **Employee Representation**

2133 Employees of GHCHS currently choose to be represented by various representative units affiliated  
2134 with the sponsoring district. As an independent charter school, GHCHS has decision-making  
2135 authority and its employees participating in the governing committees can make policies related to  
2136 compensation, benefits and working conditions consistent with any applicable collective bargaining  
2137 agreements. GHCHS will make gradual and long-term plans in addressing matters related to  
2138 compensation, benefits and working conditions.

2139

2140 • Compensation and benefits - GHCHS will provide compensation benefits equivalent or better  
2141 than the package negotiated by the sponsoring district and the representative units. After  
2142 GHCHS has the opportunity to build organizational capacity and maintain long-term fiscal  
2143 health, it will consider better compensation schedules and benefits package.

2144

2145 • Working conditions - GHCHS will strive to offer better working conditions that support  
2146 student learning. Better working conditions may include the following:

2147

2148 -smaller class size

2149

2149 -more professional development time and planning time

2150

2150 -elimination of teacher roving

2151

2151 -additional support services for staff

2152

2152 -facilities for staff to implement intervention, intersession and enrichment

2153

2153 -career ladder opportunities

2154

2154 -flexible scheduling

2155

2156

2157 **QUALIFICATIONS, SELECTION, DUTIES AND EVALUATION OF STAFF**

2158

2159 **Qualifications**

2160

2161 **Administrative Team**

2162 Administrators at GHCHS should possess leadership abilities, a comprehensive educational vision  
2163 that is consistent with the school's mission and educational program, a global frame of reference,  
2164 skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if  
2165 possible, business and legal experience.

2166

2167 The minimum criteria for administrative candidates include the following:

2168

2168 • MA degree or its equivalent

2169

2169 • Teaching credential

2170

2170 • Minimum of five years teaching experience

2171

2171 • Administrative Services Credential (or Pupil Personnel Services credential for Assistant Principal  
2172 of Counseling)

- 2173 • Positive references from most recent employment, college or grad school
- 2174 • Evidence of educational experience after college

2175

2176 Teacher Qualifications

2177 GHCHS will hire the most highly qualified teachers available. The most important qualifications for  
2178 teachers are:

- 2179 • Critical constructive thinking.
- 2180 • Expertise in at least one subject.
- 2181 • Effective communication skills.
- 2182 • Ability to work cooperatively and collaboratively with the school community.
- 2183 • Demonstrable effectiveness in teaching.
- 2184 • Productive use of technology.
- 2185 • A willingness to take responsibility and exercise leadership for the school as a whole.

2186

2187 Although we expect our teachers to have additional qualifications, the minimum criteria for  
2188 consideration include the following:

- 2189 • B.A. or its equivalent in a subject area commonly taught in a public school.
- 2190 • Passed CBEST and/or fully credentialed. Waivers may be issued for subjects such as  
2191 American Sign Language.\*
- 2192 • Enrollment in/or completion of a teacher training program at an accredited university.
- 2193 • Evidence of educational experience after college, if applicable (i.e. fellowships, graduate  
2194 work, etc.).
- 2195 • Evidence of successful classroom teaching experience, if applicable.
- 2196 • Positive references from the most recent place of employment, college or graduate school.
- 2197 • Exceptions to the above qualifications may be made by the Governing Board for hiring staff  
2198 in special areas

2199

2200 \* For emergency credentials, GHCHS will adhere to the following:

- 2201 • Staff members currently working at GHCHS with five or more years with an  
2202 emergency credential must become fully credentialed by the end of the first year after the  
2203 inception of the Charter (2003 – 2004.)
- 2204 • Staff members currently working at GHCHS with less than five years with an emergency  
2205 credential must become fully credentialed according to the new federal and state policies.
- 2206 • Staff members hired after GHCHS becomes a charter must become fully credentialed  
2207 according to the new federal and state policies.
- 2208 • GHCHS will only hire emergency credentialed teachers when fully credentialed teachers are  
2209 not available.

2210

2211 Credentials will be maintained on site and monitored on an ongoing basis by the Executive Director.

2212

2213 Qualifications for Counselors, Coordinators, Deans and other Non-Teaching Certificated Staff

- 2214 • Non-teaching personnel such as school counselors, coordinators, deans and school  
2215 psychologists will possess appropriate credentials for the specific positions such a Pupil  
2216 Personnel Services credential for Counselors, a Professional Clear credential for Deans and  
2217 Coordinators, or an appropriate California state license for a school psychologist.

- 2218 • Candidates for these positions will have evidence of adequate professional training and/or  
2219 experience. A Bachelors degree is required. Desirable qualifications would include a Masters  
2220 or higher degree with full clear credentials/licenses for the appropriate field.  
2221

2222 Exceptions to the above qualifications may be made by the Governing Board for hiring non-teaching  
2223 certificated staff in special circumstances such as counselors from another state with adequate  
2224 professional training and qualified to receive a California credential within a reasonable amount of  
2225 time after being employed.  
2226

2227 Non-Teaching Qualifications:

2228 Non-teaching employees, including office staff, maintenance staff, custodial staff, grounds keeping  
2229 staff, food service staff, aides, and paraprofessionals serve in support roles to keep the school  
2230 operating efficiently. The Administrative Team, in consultation with the staff, will develop job  
2231 descriptions and qualifications for all non-teaching positions. These job descriptions and  
2232 qualifications will be reviewed and approved by the Governing Board.

2233 Staff Member Selection

2234 GHCHS shall select its own staff. The selection procedures shall not discriminate on the basis of  
2235 residency, gender, sex, sexual orientation, disability, national origin, immigration status, ethnic and  
2236 racial background, language spoken, religion or political belief. Staff racial-ethnic balance will  
2237 continue to comply with Federal laws requiring that no teaching staff be identified as intended for  
2238 students of a particular race, color, national origin, affiliations, political or religious acts or opinion,  
2239 ancestry, gender, actual or perceived sexual orientation, physical disability, medical condition or age.  
2240

2241 Selection Procedures

2242 When teacher, administrator or classified vacancies occur, the Governing Board of GHCHS will  
2243 establish an ad hoc Hiring Committee, which shall:

- 2244 • Announce openings  
2245 • Recruit applicants  
2246 • Request resumes  
2247 • Interview and select  
2248

2249 The ad hoc Hiring committee shall consist of stakeholder representatives including the  
2250 Department Chair or designee.  
2251

2252 Process:

2253 Candidates should submit the following for consideration by the ad hoc Hiring Committee:

- 2254 • Resume detailing educational experience, membership in professional organizations, and  
2255 other relevant information.  
2256 • Letter(s) of recommendation from previous Principals, Department Chairs, immediate  
2257 supervisors, and/or colleges attended (for newly certificated teacher) or other  
2258 documentation relevant to assessing professional ability/aptitude.  
2259

2260 The ad hoc Hiring Committee will either have the authority to offer employment or make a  
2261 recommendation to the Governing Board.  
2262

- 2263 All staff applicants will be required to:
- 2264 • Provide medical clearance (including TB test results)
  - 2265 • Submit fingerprints for background investigation (DOJ, FBI)
  - 2266 • Furnish a criminal record summary as required in E.C. 44237
  - 2267 • Provide proof of legal status
  - 2268 • Sign child abuse reporting requirement
  - 2269 • Sign drug-free environment requirement

2270

2271 No new applicant can begin employment until the fingerprint cards are processed by the California

2272 Department of Justice and Federal Bureau of Investigation, and it is determined that there is no

2273 criminal conviction that would prohibit the employee from working with students and staff.

2274

2275 **Day-to-Day Substitutes**

2276 GHCHS will utilize qualified substitutes from our own sub pool or the services of an outside

2277 provider.

2278 **Work Basis and Duties**

2279 All work basis employees will adhere to contracts agreed upon by LAUSD and representative units.

2280 However, GHCHS has the right to set work schedules with comparable compensation based on

2281 student needs, staffing patterns and fiscal capabilities.

2282

2283 Executive Director and Administrative Team:

- 2284 • Work calendar and corresponding salary shall be approved by the Governing Board

2285

2286 Teachers:

- 2287 • Adhere to work calendar approved by the Governing Board
- 2288 • Additional compensation will be offered for additional leadership responsibilities as
- 2289 defined by the Governing Board

2290

2291 Paraprofessionals:

- 2292 • All paraprofessionals are assigned to work the same days as teachers
- 2293 • Additional compensation will be offered as needed

2294

2295 Office and Custodial:

- 2296 • Work according to individual contract
- 2297 • Overtime opportunities will be offered when necessary

2298

2299 Other classified personnel:

- 2300 • Work according to individual contract

2301

2302 **Duties of the Executive Director**

- 2303 • Maintain charter requirements
- 2304 • Reports to and is accountable to the Governing Board
- 2305 • Involved in the development of the budget
- 2306 • Liaison with the community, legal and financial advisors, LAUSD, county and State



- 2307 • Attends Governing Board meetings as a non-voting member
- 2308 • Responsible for implementation of Governing Board decisions related to charter
- 2309 • Seeks and procures charter grants, local, state, federal and alternative sources of
- 2310 funding

2311

2312 Duties of the Administrative Team

- 2313 • Supervise day-to-day operation of the school
- 2314 • Implement the policies determined by the Governing Board
- 2315 • Oversee the instructional program
- 2316 • Evaluate staff effectiveness
- 2317 • Oversee the business practices of the school
- 2318 • Provide effective communication with community/families
- 2319 • Assist with scheduling
- 2320 • Support students and staff in accordance with GHCHS Mission Statement and
- 2321 established goals
- 2322 • Support discipline of students
- 2323 • Attend meetings of the Governing Board and standing committees

2324

2325 Duties of Teachers

- 2326 • Provide a quality, enriching curriculum
- 2327 • Provide continual assessment of student progress and maintain records
- 2328 • Continually evaluate classroom environment that reflects and facilitates the academic
- 2329 program
- 2330 • Continue to work on professional growth
- 2331 • Provide for open communication with all members of the school community
- 2332 • Adhere to all Charter School policies as established by the Governing Board
- 2333 • Support student discipline policies

2334

2335 Duties for Classified and Other Personnel

- 2336 • Office personnel will perform daily school business
- 2337 • Other personnel will perform daily duties as described by individual job description

2338

2339 **COMPENSATION**

2340

2341 Salary Schedule

2342 All employees will be compensated at levels that are at least equal to or better than the current

2343 applicable LAUSD salary schedule assignment. To promote collective responsibilities and teamwork

2344 among staff members, additional incentive plans will be developed and implemented in an equitable

2345 manner. Prior to the distribution of additional stipends and/or differentials not delineated in

2346 LAUSD/UTLA Contract, GHCHS will build organizational capacity and deploy its fiscal resources

2347 to meet student needs. GHCHS will review and revise its compensation schedules on an annual basis

2348 if needed.

2349

2350 **Differentials and Stipends**  
2351 All differentials and/or stipends will be paid based on LAUSD/UTLA Contract terms including  
2352 eligibility criteria and amounts. However, depending on GHCHS’s fiscal health, additional  
2353 differential and/or stipend categories can be added. Also, additional amounts for LAUSD/UTLA-  
2354 defined differentials and/or stipends may be considered by the GHCHS Governing Board if the new  
2355 compensation schedules are equitable to all.

2356  
2357 Examples of Differentials and/or Stipends:

- 2358 All differentials and/or stipends are paid based on LAUSD/UTLA Contract terms such as
- 2359 • Bilingual Differential for those teachers with a BCLAD and who are teaching in a distinct
  - 2360 Master Plan program class
  - 2361 • Mentor Teacher
  - 2362 • National Board Certified Teacher
  - 2363 • Degree Differential
- 2364

2365 Additional categories may be developed. These may include API Growth incentives, expertise in  
2366 Special Education, Technology, Math or Science, and attendance incentives. Rates may be altered at  
2367 a future time by the Governing Board.

2368  
2369 **PERFORMANCE EVALUATION**

2370  
2371 **Executive Director and Administrative Team**  
2372 The Governing Board will establish specific goals based on the “California Professional Standards  
2373 for Education Leaders” for the Executive Director at the beginning of the school year. The  
2374 Governing Board will evaluate the accomplishment of all goals and make recommendations for the  
2375 next school year as needed. The Governing Board shall evaluate the Executive Director. The  
2376 Executive Director shall evaluate the rest of the administration team and make recommendations to  
2377 the Governing Board who may review, modify or revoke the contracts based on these  
2378 recommendations.

2379  
2380 **Certificated Staff**  
2381 GHCHS will continue to use the Stull forms. All evaluations will be conducted by the school  
2382 management team (the Executive Director and Administrative Team). In the future, GHCHS has the  
2383 right to develop its own personnel evaluation instruments that are aligned with the California  
2384 Professional Teaching Standards.

2385  
2386 **Paraprofessionals**  
2387 Paraprofessionals will have ongoing supervision and observation by teacher(s) and immediate  
2388 supervisor. Each will have a completed evaluation form at the end of the year and a conference to  
2389 review the evaluation.

2390  
2391 **Classified**  
2392 All employees will be observed and evaluated by their immediate supervisor. The Executive Director  
2393 will evaluate managers, i.e. cafeteria, physical plant, student store, etc. Each will have a completed  
2394 evaluation form at the end of the year and a conference to review the evaluation.

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**EMPLOYMENT STATUS**

**Contracts**

The GHCHS Governing Board will develop a localized contract for all employees. Contracts for each bargaining unit will be reviewed and revised according to program, student and staffing needs

**Seniority**

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

**Tenure**

Charter Schools exist as long as the State Legislation that creates them is in place and charters are not revoked by the sponsoring districts. Thus, GHCHS has no authority to grant tenure. All members are owners and employers of GHCHS and will do their best to assure GHCHS's existence and longevity.

**Permanency**

Permanency shall be granted when the teacher serves two consecutive full years of successful teaching experience based on the evaluation at GHCHS after acquiring a preliminary credential.

ELEMENT 6  
HEALTH AND SAFETY PROCEDURES

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

2417

2418 **Criminal Record Summary**

2419 GHCHS will require each employee to furnish a criminal record summary as described in Section  
2420 44237 of the California State Education Code. The school will comply with all of the health and  
2421 safety laws common to the State of California and to the communities within which it operates. The  
2422 Executive Director will be responsible for maintaining compliance with Section 44237 and all  
2423 applicable health and safety laws.

2424

2425 **Fingerprinting and Background Check**

2426 No employee shall be permitted to commence work at GHCHS until clearance has been obtained  
2427 with the Department of Justice. GHCHS shall establish a policy for the fingerprinting of volunteers  
2428 and vendors, and GHCHS will contract with the LAUSD or an outside vendor to process perspective  
2429 employee fingerprints and conduct criminal background checks.

2430

2431 **Insurance**

2432 GHCHS will pay premiums to “A” rated insurance companies for the following:

2433

- Liabilities (property, fire, theft)

2434

- Personal injury

2435

- Fiduciary insurance

2436

- Worker’s compensation

2437

- Unemployment Insurance

2438

- Medicare

2439

- Student Accident Insurance

2440

- Catastrophic Student Accident Insurance

2441

- Any other insurance required by law

2442

2443 GHCHS will provide LAUSD with proof of insurance satisfying LAUSD’s requirements. GHCHS  
2444 will name the LAUSD and the LAUSD Board of Education as additional insureds under its insurance  
2445 policy

2446

2447 **Capacity and Class Size**

2448 The current operating capacity of GHCHS is 3905. For the 2003-04 school year, GHCHS exceeded  
2449 its operating capacity without having to convert to a year-round calendar or bus out students. On an  
2450 annual basis, we will review our operating capacity with LAUSD. As we have stated throughout our  
2451 petition, through various innovative programs such as our accelerated three-year diploma program  
2452 and our eight (8)-period day, as a charter school we will strategically increase our student capacity  
2453 during the next five years. As space becomes available, we are committed to collaborating with the  
2454 LAUSD to ensure that an equal number of traveling students have access to additional space at

2455 GHCHS. Open Enrollment and School for Advanced Studies permits will be determined annually by  
2456 the Governing Board based on space availability following space provided to CAP and PWT  
2457 students.

2458  
2459 We propose to assist the LAUSD with overcrowding by increasing our current capacity without  
2460 converting to a year round multi-track calendar.

2461  
2462 **Transportation**

2463 GHCHS will contract with LAUSD transportation or an outside vendor for curricular and athletic  
2464 trips.

2465  
2466 **Food Services**

2467 GHCHS will contract for the best food services available that comply with state regulations. We have  
2468 developed an automated system that allows for all students to use their student identification as a  
2469 means of payment for food (including students who receive free and reduced meals). The flexibility  
2470 to contract with outside vendors has provided our students and staff with greater choices, lower  
2471 cafeteria operating costs, and will ultimately increase cafeteria participation.

2472  
2473 **Contract Development**

2474 GHCHS will always utilize effective business practices which will result in the best quality at the  
2475 best price. Contracts for service, equipment and alterations/improvements will be submitted to  
2476 multiple bidders. All things being equal, preference will always be given to local bidders.

2477  
2478 **Proposition BB, Measure K, and Measure R Funds**

2479 GHCHS shall have equitable access to Proposition BB, Measure K, and Measure R funds as they  
2480 apply to charter schools and/or district facilities.

2481  
2482 **Natural Disasters and Emergencies**

2483 GHCHS will continue to follow the safety and emergency preparedness plan which was developed  
2484 per the guidelines set forth by LAUSD. This plan also includes

- 2485 • Staff training on emergency procedures
- 2486 • Emergency preparedness exercises once each school year
- 2487 • Storage of water, food, and first aid supplies for three days as outlined in LAUSD's  
2488 emergency preparedness bulletin

2489  
2490 **Health Screening and Administration of Medications**

2491 GHCHS will continue all current requirements for health screening of employees and incoming  
2492 students. The school nurse or school nurse trained designee will administer all medications to  
2493 students.

2494  
2495 **Immunizations**

2496 All enrolling pupils and staff will provide records documenting immunizations to the extent required  
2497 for enrollment and employment in non-charter public schools.

2498

2499 **Emergencies**

2500 GHCHS will maintain policies and procedures for response to natural disasters and emergencies,  
 2501 including fires and earthquakes.

2502 **Facility Safety**

2503 GHCHS is housed in facilities that have received Fire Marshal approval and that have been evaluated  
 2504 by a qualified structural engineer who has determined that the facilities present no substantial seismic  
 2505 safety hazard.

2506

2507 GHCHS will function as a drug-, alcohol-, tobacco-, and weapon-free workplace.

2508

2509 **Tuberculosis Testing**

2510 Employees of GHCHS will follow state regulations relating to TB-Mantoux testing.

2511

2512 **Child Abuse Reporting**

2513 GHCHS faculty and staff are mandated child abuse reporters under state and federal law. It is the  
 2514 GHCHS policy that all employees shall comply with California state law reporting procedures.  
 2515 Reports of suspected child abuse are to be made to an official child protective agency. LAUSD Police  
 2516 is not a child protective agency. Unless different procedures are developed, GHCHS and its  
 2517 employees will follow the protocol and procedures outlined in the LAUSD Bulletin No. 10. Child  
 2518 Abuse – Reporting.

2519

2520 These policies will be incorporated as appropriate into the school’s pupil and staff handbooks and  
 2521 will be reviewed on an ongoing basis in the school’s staff development efforts and Governing Board  
 2522 policies.

2523

2524 **School Safety**

2525 Per state law, GHCHS will continue to maintain a Safe School Plan. We will enhance school safety  
 2526 by increasing our campus security personnel, collaborating with LAPD and LAUSD School Police on  
 2527 prevention, upgrading our camera surveillance program, and augmenting our canine search program.  
 2528 In addition, we will continue to conduct required as well as other emergency drills, such as lockdown  
 2529 and intruder on campus, to simulate possible emergency scenarios.

2530

2531 Below are some highlights of our current health and safety plan:

2532

- 2533 • GHCHS has been recognized formally by the LAUSD Board of Education, receiving a Board  
 2534 certificate for its exemplary IMPACT program. In addition, GHCHS received Los Angeles  
 2535 City Proclamation by the Human Relations Committee at City Hall for its IMPACT program.
- 2536 • GHCHS has been at the forefront of the LAUSD’s formation of the IMPACT program and  
 2537 was used as a model school program to assist other LAUSD schools.
- 2538 • GHCHS staff supported LAUSD and other district schools with in-service presentations on  
 2539 the Drug and Safe School Program (Title IX).
- 2540 • GHCHS was recognized by and awarded the McDaniels Foundation Award by the Stanford  
 2541 University School of Education for our Drug-Free and Safe School program and the  
 2542 assistance provided to other schools across the state. GHCHS was invited to Stanford to make

- 2543 a presentation not only on our Drug and Alcohol program, but on our pilot gang program  
2544 which has since been adopted by other schools across the state.
- 2545 • GHCHS TUPE program has been asked to share with other schools our coordination with  
2546 school police in bringing about an intervention and referral program for students.
  - 2547 • GHCHS has worked with LAPD to form the San Fernando Valley Coalition on Gangs. This  
2548 program has been chosen by LAPD Chief of Police William Bratton to be replicated at other  
2549 schools throughout the city.
  - 2550 • GHCHS students are referred to “Jeopardy.” (LAPD’s gang and drug intervention program)
  - 2551 • Parent outreach meetings for drug, tobacco, and high risk behavior are held at GHCHS.
  - 2552 • GHCHS publishes a Parent Guide addressing drug, alcohol, tobacco, etc. information and  
2553 referrals. The GHCHS guide has been used by many schools across the District.
  - 2554

2555 In conclusion, GHCHS has adopted and fully implemented a “model school” Title IV Program to  
2556 curtail the use of tobacco, drugs, and alcohol.

2557  
2558 **Facilities**

2559  
2560 **Maintenance**

2561 The District will be solely responsible for deferred maintenance, including but not limited to the  
2562 replacement of an existing school building component which has approached or exceeded its normal  
2563 life expectancy (i.e., items that are not normally replaced annually, such as the roof).

2564  
2565 GHCHS will be responsible for routine maintenance, including but not limited to custodial,  
2566 gardening, landscaping, and tree trimming services and will comply with LAUSD approved  
2567 maintenance policies. GHCHS will either contract with the District or hire an outside vendor for  
2568 these services as determined in its sole discretion.

2569  
2570 Alteration and improvements (A & I) and modernization projects will be paid for by GHCHS and  
2571 will be contracted either with LAUSD or a licensed contractor according to the sole discretion of  
2572 GHCHS.

2573  
2574 Any agreement reached between GHCHS and the District regarding appropriate facilities fees shall  
2575 be set forth in a separate agreement between GHCHS and the District.

2576  
2577 **Utilities**

2578 GHCHS will reimburse LAUSD for electricity, gas, water, sewer and various regulatory licenses and  
2579 permits. LAUSD will deduct the actual costs of utilities from revenue GHCHS receives from LAUSD  
2580 and will provide GHCHS monthly with a written description of those actual costs deducted.

2581

ELEMENT 7  
MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE  
OF THE TERRITORIAL JURISDICTION OF THE DISTRICT

*The means by which the school will achieve racial and ethnic balance among its pupils 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)*

2582  
2583 GHCHS's student population is a melting pot of nationalities and languages spoken. Forty-eight  
2584 nationalities are represented and forty-one languages are spoken. GHCHS shall attempt to achieve a  
2585 stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction.  
2586 Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are  
2587 educated in a multicultural environment.

2588  
2589 Present student demographics show a wide range of socio-economic, educational and cultural  
2590 backgrounds. GHCHS is one of only 6 (Chatsworth HS, El Camino Real HS, Palisades HS, Taft HS,  
2591 and Verdugo Hills HS) integrated (60 percent/40 percent) comprehensive high schools in the  
2592 LAUSD. The 2003 student population consists of 24.4 percent Hispanic, 21 percent Asian, 6 percent  
2593 African American, 4.3 percent Filipino, .3 percent Pacific Islander, .7 percent American  
2594 Indian/Alaskan, and 43.3 percent Other White. The most significant change in student ethnic groups  
2595 is an increase in the number of Filipino, Armenian and Russian students. The number of students  
2596 eligible for free and reduced lunch has increased from 16 percent to 30 percent in the last three years.

2597  
2598 During the last four years GHCHS has also seen an increase in cultural and educational diversity.  
2599 Although the ELL population declined between 1999 and 2001, it is now 2 percent higher than it was  
2600 in the 1999-00 school year. We expect this trend to continue. There are currently 283 English  
2601 Language Learners (ELL) being served in English Language Development (ELD) classes or  
2602 sheltered-English core curriculum classes. The sheltered courses are taught by CLAD/BCLAD-  
2603 credentialed or SB1969 certified teachers, and also include the services of two Teacher's Assistants.  
2604 Our ELL students speak 19 different languages with the top four being Spanish (47.7 percent),  
2605 Korean (18.7percent), Armenian (6.7 percent) and Arabic (4.2 percent). Students redesignated at  
2606 Fluent English proficient (FEP) in the last three years include 47 (15.88 percent) in 1999, 87 (31.64  
2607 percent) in 2000, and 87 (35.66 percent) in 2001. We expect a decline in this year's redesignation rate  
2608 due to the change from the single LAS testing instrument to the new requirement which includes the  
2609 CELDT, achieving the 36<sup>th</sup> percentile on the SAT9 (or CAT-6) and earning a C or better grade in  
2610 four core classes.

2611  
2612 **PWT/CAP Traveling Students**  
2613 GHCHS is committed to maintaining 210 PWT/CAP traveling students throughout the course of the  
2614 charter, working closely with the Charter Schools' office, the Office of Student Integration and the  
2615 Office of School Management Services. The District and GHCHS agree to work collaboratively on  
2616 traveling patterns and other program issues.

2617  
2618



2619 **NCLB/School Choice Traveling Students**

2620 GHCHS will partner with the District in implementing Public School Choice, Section 1116(b)(E) and  
2621 (F) of NCLB. For the 2004-05 school year, GHCHS has agreed to accept up to twenty-eight (28)  
2622 Public School Choice students for attendance at the school. In the event that demand for places at  
2623 GHCHS under Public School Choice becomes greater in subsequent years, GHCHS and the District  
2624 agree to discuss and negotiate the possibility of increasing the number of places available at the  
2625 school.

2626  
2627 Determination of student eligibility for this Public School Choice option at GHCHS will be made by  
2628 the District, based on the District's Public School Choice process and the guidelines, policies and the  
2629 requirements of NCLB. As required under NCLB, all Public School Choice students attending  
2630 GHCHS are eligible to attend GHCHS until their respective schools of origin are no longer in  
2631 Program Improvement status or until the highest grade level of GHCHS, whichever comes first.

2632  
2633 We are committed to not merely maintaining but strengthening the diversity of our campus. The  
2634 GHCHS Mathematics/Science/Technology Magnet program as well as the District's Integration  
2635 Traveling Students programs will continue to operate under the terms of this charter, further assuring  
2636 the continued ethnic and racial diversity of the student body as a whole. Program availability will be  
2637 determined by GHCHS. Transportation for these programs will be provided at District expense.

2638  
2639 **Community Engagement**  
2640 GHCHS believes we should reach out to the school community to learn about its needs and enhance  
2641 the community relationship.

2642  
2643 Administrators and staff should develop strong partnerships to learn about the community, address  
2644 issues of diversity and educational equity, and to identify resources and strategies for ensuring  
2645 student success.

2646  
2647 In an equity-driven system:

- 2648 • Inclusion and meaningful participation are evident from all segments of the community  
2649 (language, cultural/racial/ethnic, socio-economic groups). Stakeholders have a voice in school  
2650 decisions, policies and practices.
- 2651  
2652 • Information and communication with parents/community reflects the languages, cultures,  
2653 issues and concerns of the multiple stakeholders. Education and development opportunities  
2654 are available for parents/community members to understand academic programs and goals; to  
2655 understand the role, purpose and results of assessment(s); to participate in school/district  
2656 decisions; and to become productive partners in making decisions about the education of  
2657 students.
- 2658  
2659 • Leaders respect all sectors of the community and develop and maintain trusting relationships  
2660 and open communication.
- 2661  
2662 • School leaders and staff participate in and host reciprocal events to meet and know members  
2663 of the community in authentic ways within the community context.

2664

2665 • Leaders mediate conflict in ways that inform and educate all to higher levels of understanding  
2666 rather than dividing staff and community about issues.

2667  
2668 • Leaders incorporate multiple perspectives of the community in decisions, policies and  
2669 practices related to teaching and learning.

2670  
2671 Leaders facilitate parent meetings in welcoming and friendly ways by providing beverages, snacks  
2672 and interpreters. Parents are trained to help facilitate meetings and solicit information and feedback  
2673 beforehand and afterwards. Often leaders promote the formation of parent advisory groups for  
2674 specific student populations. Leaders meet frequently with specific advisory groups as well as with  
2675 whole groups to learn about and integrate student and community needs into the school program.

2676  
2677

2678 **Court Ordered Integration Funding**

2679 The charter school will comply with all requirements of the Crawford vs Board of Education, City of  
2680 Los Angeles court order and the LAUSD Integration Policy, adopted and maintained pursuant to the  
2681 Crawford court order, by the Office of Student Integration Services (collectively the "Court-ordered  
2682 Integration Program"). The Court-ordered Integration Program applies to all schools within or  
2683 chartered through LAUSD.

2684  
2685 LAUSD receives neither Average Daily Attendance (ADA) allocations nor Court-ordered Integration  
2686 program cost reimbursements for charter school students. Instead, LAUSD now receives the Targeted  
2687 Instructional Improvement Grant (TIIG) for its Court-ordered Integration Program. LAUSD retains  
2688 sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the  
2689 availability of this funding to the charter school. In addition, the availability of TIIG funding in prior  
2690 years does not guarantee that LAUSD will allocate the funds to the charter school in any subsequent  
2691 year.

2692  
2693 GHCHS will comply with all Office of Student Integration Services requirements related to Court-  
2694 ordered Integration Program compliance. GHCHS will provide to LAUSD all requested information  
2695 using District forms, including the ethnic survey. GHCHS must provide LAUSD with a system that  
2696 can interface with the LAUSD Student Information System (SIS) for all enrolled students to assist  
2697 with compliance monitoring. After GHCHS submits the ethnic survey information during the first  
2698 year of operation, Budget Services, Financial Planning Division and the Office of Student Integration  
2699 Services will use the information listed below for compliance purposes:

- 2700
- 2701 • Norm Day Classification
  - 2702 • Total School Enrollment
  - 2703 • Number of Students by Grade Level
  - 2704 • Number of Students by Ethnicity and Grade Level
  - 2705 • List of Register Carrying Teachers
  - 2706 • List of all Certificated Personnel (Show the cost of any teachers funded by Court-  
2707 ordered Integration)
  - 2708 • List of Emergency Credentialed Teachers/Non-highly Qualified teachers as defined in  
2709 No Child Left Behind
  - 2710 • Unfilled Classroom Teaching Positions

- 2711 • Fiscal Year-End Financial Report
- 2712 • Number of Students Living Outside LAUSD Attendance Area

2713

2714 Conversion Charter Schools

2715

2716

2717

2718

Any current LAUSD school that converts to becoming a fiscally independent charter must comply with additional Court-ordered Integration Program requirements consistent with Crawford vs Board of Education, City of Los Angeles.

2719

2720

2721

2722

2723

2724

- (1.) Currently, 210 seats at GHCHS are reserved for the Capacity Adjustment Program (CAP) and/or Permits With Transportation (PWT) based upon LAUSD need. The programs assist with maintaining diversity as addressed in Element G, Racial and Ethnic Balance. GHCHS agrees that 210 seats will be retained for CAP and/or PWT students at the District's discretion.

2725

2726

2727

2728

2729

- (2.) The Magnet Program will continue to operate at GHCHS at its current program capacity. The Magnet Program further assures ethnic and racial diversity of the student body as a whole. Currently, the Magnet Program capacity is 443 students. GHCHS agrees to maintain this current Magnet Program capacity level throughout the course of the charter school's operation.

2730

2731

2732

2733

2734

- (3.) Cost (including transportation) for the Permits With Transportation (PWT) Program, Capacity Adjustment Program (CAP) and the Magnet Program will be covered by LAUSD.

2735

2736

2737

2738

Additions to the aforementioned program will be subject to a MOU between the District and GHCHS. In addition, curricular, athletic and other activity buses, which have not been previously funded by Court-ordered Integration or Special Education, will be the fiscal responsibility of GHCHS.

2739

2740

2741

2742

2743

2744

LAUSD will provide transportation at the level of transportation services provided to GHCHS during the d002-2003 school year. If, however, that level of transportation service is exceeded due solely to actions taken or decisions made by the District unrelated to decisions, activities, or requests of GHCHS, GHCHS will not be responsible for the additional costs of the excess transportation.

2745

2746

No Child Left Behind (NCLB)

GHCHS agrees to comply with applicable provisions of NCLB.

ELEMENT 8  
ADMISSION REQUIREMENTS

*Admission requirements, if applicable.  
California Education Code Section 47605 (b) (5) (H)*

2747  
2748 For admission to GHCHS, students must apply directly to the school. GHCHS uses an open  
2749 enrollment admission policy for all California students, and does not discriminate on the basis of  
2750 residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial  
2751 background, language spoken, religion or political belief. GHCHS will not charge tuition.

2752  
2753 For admission to the Magnet Program, students must complete the application in the “Choices”  
2754 brochure that can be obtained from any LAUSD school. Participation in the Magnet, CAP, PWT and  
2755 NCLB/School Choice programs is determined by LAUSD at its sole discretion.

2756  
2757 All students are eligible to apply, and admission will not be based on the residence of the student or  
2758 his or her parent or guardian, except that preference will be given to students residing within the  
2759 “former attendance area” of the school. “Former attendance area” of the school is defined as both the  
2760 local neighborhood and those geographic neighborhoods, which are now sending and have  
2761 traditionally sent students to GHCHS.

2762  
2763 GHCHS will comply with all state laws pertaining to student admission and enrollment.

2764  
2765 At all times applications will be monitored to ensure that diversity is maintained.

2766  
2767 **ADMISSION INFORMATION**

2768  
2769 GHCHS shall provide orientation information to parents and students which explains the instructional  
2770 program and policies, including, but not limited to the following:

- 2771 • Student behavior codes, including the suspension and expulsion provisions  
2772 • Student dress codes  
2773 • Student attendance policy  
2774 • Parental involvement opportunities  
2775 • Care of school property  
2776 • Commitment to the academic program

2777 **Admission Requirements**

2778 Admissions policies are under the purview of the Governing Board. As noted above, students and  
2779 their parent(s)/guardian(s) must complete an application and submit it directly to GHCHS. There is  
2780 not an additional application for traveling students (CAP, PWT, Magnet and NCLB/School Choice)  
2781 at GHCHS. All new students are required to attend an orientation program prior to the opening of the  
2782 school year. Parents and students are required to sign an agreement that they will abide by the school  
2783 policies on academics, attendance, and conduct. In accordance with California State Education Code  
2784 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available  
2785 space.

2786 **Enrollment**

2787 As a conversion charter school, preference for enrollment will be given first to students residing in  
2788 the former attendance area, matriculating traveling students (PWT/CAP) and magnet program  
2789 students. If space is available a public random drawing will take place generally adhering to the  
2790 LAUSD Open Enrollment calendar. Applications will be received from LAUSD and non-LAUSD  
2791 students during the month of May and the public random drawing will take place in early June. This  
2792 information will be shared with LAUSD and with the community through the school newsletter,  
2793 marquee announcements and the school website. After the given number of spots has been allocated,  
2794 remaining students will be placed on a numerical waiting list which will be used as space becomes  
2795 available. As is LAUSD practice, the Open Enrollment waiting list will be for fall semester only as  
2796 later use of any waiting list is disruptive to schools across the District and city. Preference in the  
2797 Open Enrollment program will be given first to LAUSD students followed by non-LAUSD students.

2798

2799 **Special Education Enrollment**

2800 Students in special education programs may apply to attend GHCHS. As with regular enrollment,  
2801 they are not discriminated against on the basis of residency, gender, sexual orientation, disability,  
2802 national origin, immigration status, ethnic and racial background, language spoken, religion or  
2803 political belief. The school will adhere to federal, state and judicial mandates regarding admission of  
2804 special education students. If a student indicates on his or her enrollment form that special education  
2805 services are currently being received, an IEP is required. Cumulative files are checked and the green  
2806 folder reviewed to ensure appropriate services are provided. Applications and a recent IEP must be  
2807 submitted by the same deadlines as those of regular students

2808

2809 **False Address or Inaccurate Residence Information**

2810 As in the LAUSD (See Bulletin No. Z-5 (Rev.)), any student who has been enrolled at GHCHS on  
2811 the basis of a false address or inaccurate residence information shall be immediately withdrawn from  
2812 GHCHS and referred to the school of residence. The student shall not be eligible to apply for any  
2813 type of permit to GHCHS until the conclusion of that school year.

2814

2815 GHCHS will notify the parents, in writing, that the false address or inaccurate residence information  
2816 has been discovered and that the student will be transferred to the school of residence on the date  
2817 indicated.

2818

2819 If a false address or inaccurate residence information which was given as a basis for enrollment is  
2820 discovered:

- 2821 • During the first half of the semester, the student is to be transferred to the school of residence  
2822 immediately.
- 2823 • During the second half of the semesters, the student **may** be allowed to complete that  
2824 semester at the sole discretion of GHCHS.

2825

2826 **Permits**

2827 Due to overcrowding, continuing enrollment permits and all other permits may be issued at the sole  
2828 discretion of GHCHS.

2829

2830

2831  
2832 **Survey**  
2833 GHCHS and the District acknowledge that GHCHS is operating at or beyond the capacity of its  
2834 facilities, and is expected to remain at such capacity under and throughout the term of this charter.  
2835 Although GHCHS is not expected to have unused capacity within its facilities, GHCHS will  
2836 cooperate with the District as it performs its annual survey of district-owned facilities, in order to  
2837 assist the District in completing such survey in a timely manner.

ELEMENT 9  
FINANCIAL AND PROGRAMMATIC AUDIT

*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)*

2838

2839 **Fiscal Autonomy**

2840 GHCHS community and partners will maintain the highest level of integrity in fiscal management  
2841 while seeking all available resources and using them effectively to support the instructional program.  
2842 The business philosophy of GHCHS continues to be entrepreneurial and community-based. Every  
2843 effort is made to maximize revenue from all sources while maximizing the effectiveness of all  
2844 expenditures through the utilization of a “better, faster, cheaper” and “in the best interest of the  
2845 students” test. We plan to investigate alternative funding sources such as the Qualified Academy  
2846 Bond Program federal interest-free loan. In addition we will attempt to recapture Mandated Costs  
2847 Reimbursements from the state.

2848

2849 **Budget Development**

2850 Budget development will begin each year immediately following the January announcement of the  
2851 governor’s K-12 State Budget Proposals and continually refined through the May Revise to the Final  
2852 State Budget Act. Budgeted resources will always be consistent with the Charter school’s goals as  
2853 identified by the Governing Board. A year-end estimate of actuals and interim reports will be  
2854 submitted to LAUSD unless a different system is agreed to by all parties.

2855

2856 **Integration Programs/Funding**

2857 The GHCHS Charter School will continue to participate in the LAUSD’s Integration Programs as  
2858 applicable and receive funding allocated for these programs upon availability of funds. GHCHS will  
2859 follow established procedures of the Office of Student Integration Services for  
2860 information/documentation purposes and will make no modifications to existing or future programs  
2861 without prior approval of said office.

2862

2863 MOU’s will be developed between GHCHS and the LAUSD to address the following integration or  
2864 special LAUSD programs which exist on our campus:

- 2865 • GHCHS/CSUN Math, Science, Technology Magnet
- 2866 • Deaf and Hard of Hearing Program Funding by the LAUSD Special Education office will  
2867 continue to provide for certificated and classified positions and support for the program.
- 2868 • PWT/CAP

2869

2870 **Title 1 Funding**

2871 For purposes of our budget feasibility report, 30 percent of our student body are eligible for Title 1  
2872 funding (per LAUSD data). For the 2003-2004 school year we have identified 30 percent of our  
2873 students eligible for free or reduced meals.

2874 **Fiscal Audit**

2875 GHCHS must engage a certified public accountant, certified by the State of California, to audit the  
2876 school's annual financial statement in accordance with generally accepted accounting principles and  
2877 auditing standards and the audit guide issued by the Controller of the State of California. GHCHS  
2878 will prepare the necessary unaudited financial reports to be submitted to the LAUSD. Two interim  
2879 reports and a year-end report, in a format to be provided by the LAUSD, which will include actual  
2880 and revised budget figures and projected revenues, expenditures and fund balances, will be submitted  
2881 to the LAUSD unless a different system is agreed to by all parties. In addition, year end financial  
2882 statements audited by a Certified Public Accountant will be submitted to the LAUSD within four  
2883 months following the close of the fiscal year. Any audit exceptions or deficiencies will be resolved to  
2884 the satisfaction of the LAUSD.

2885  
2886 GHCHS will be responsible for its own financial services (accounting, budgeting, and payroll) and  
2887 personnel services.

2888  
2889 GHCHS shall conduct all of its financial operations in a timely manner and for all programs (regular,  
2890 categorical, and special education) through procedures established by the State of California and the  
2891 Federal Government, as appropriate. For Federal programs, including Title I, the criteria for  
2892 eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this  
2893 funding directly, GHCHS is responsible for meeting eligibility and fiscal requirements established by  
2894 the Federal Government and for completing the Consolidated Application. GHCHS shall provide the  
2895 LAUSD with all financial and related reports, including enrollment attendance to enable the LAUSD  
2896 to meet its requirements by law. Notwithstanding GHCHS's expectation to receive Title I funding  
2897 under Federal guidelines, said funding may not be forthcoming until the GHCHS meets established  
2898 criteria for a determined school year.

2899  
2900 GHCHS shall promptly respond to all reasonable inquiries, including but not limited to, inquiries  
2901 regarding financial records, from the LAUSD and shall consult with the LAUSD regarding these  
2902 inquiries.

2903  
2904 **Programmatic Audit**

2905 GHCHS will compile and provide to LAUSD an annual performance report. This report will include  
2906 the following data:

- 2907 • Summary data showing pupil progress toward the goals and outcomes specified in Element 2
- 2908 • A summary of major decisions and policies established by the school's Governing Board
- 2909 during the year
- 2910 • Data regarding the number of staff working at the school
- 2911 • A summary of any major changes to the school's health and safety policies
- 2912 • Data regarding the numbers of pupils enrolled, the number on waiting lists, and the number of
- 2913 pupils suspended and/or expelled

2914 **Financial Reports**

2915  
2916 **AB1994 Requirements**  
2917 GHCHS will provide an annual financial report to LAUSD in a format developed by the State  
2918 Superintendent of Public Instruction. LAUSD is required to send this financial report to the State



2919 Superintendent of Public Instruction. GHCHS agrees to submit the annual audit to the State  
2920 Controller, LACOE, the CDE and LAUSD.

2921  
2922 AB1137 Requirements  
2923 The following financial reports will be submitted to the LAUSD at various times throughout the year:

2924 April 15: Provisional Budget  
2925 July 15: Final Budget  
2926 November 30: First Interim Financial Report  
2927 February 28: Second Interim Financial Report  
2928 July 30: Un-audited Actuals  
2929 November 30: Audited Actuals

2930  
2931 Other Reports  
2932 Classification Report: Monthly the Monday following the close of the last day of the month  
2933 Statistical Report: Monthly the Friday after the last day of the school month  
2934 P1: Submitted by January 7  
2935 P2: Submitted by April 7  
2936 Bell Schedule Submitted annually by November 15

2937  
2938 Revenue Flow/Depository/Accounting  
2939 As a directly funded charter school, most of the school's state and federal revenue flows directly from  
2940 the state to the school's account in the County Treasury which is administered through LACOE.  
2941 Funds flowing through LAUSD (payments in lieu of property taxes, Special Education, supplemental  
2942 instructional hours, etc.) will be transferred via cash journal in the most expeditious manner possible.  
2943 All such revenue deposits will be recorded in the financial system at LACOE. All expenditures  
2944 (including payroll) will be drawn on the County Treasury which enables the LACOE financial system  
2945 to account for all revenue and expenditures. If GHCHS decides to replace the LACOE financial  
2946 system with a comparable financial system which meets CDE reporting guidelines for charter  
2947 schools, funds will be transferred from LACOE, and all revenues and expenditures will be recorded  
2948 in the new system. Revolving accounts with a local financial institution may be established for day-  
2949 to-day expenditures from the General Fund, Food Services and other miscellaneous accounts. All  
2950 expenditures over \$500.00 from local accounts will continue to require two signatures.

2951  
2952 Attendance Accounting Procedures  
2953 Existing attendance accounting procedures that provide excellent checks and balances will continue  
2954 to be utilized unless a more efficient system can be devised that will satisfy state requirements.

2955  
2956 Mandated Costs Reimbursement Program  
2957 In order to meet the health, safety and public accountability requirements of all public school children  
2958 at GHCHS, the Charter School will be required to comply with the following programs and activities:

- 2959  
2960
- Annual Parent Notifications II
  - Behavior Intervention Plans
  - California English Language Development Test
  - Comprehensive School Safety Plan
  - Criminal Background Check
- 2961  
2962  
2963  
2964

- 2965 • Emergency Procedures: Earthquake and Disasters
- 2966 • Habitual Truant Conferences
- 2967 • Open Meeting Act/Brown Act
- 2968 • Pupil Classroom Suspension by Teacher
- 2969 • Physical Performance Tests
- 2970 • Pupil Exclusions
- 2971 • Pupil Health Screenings
- 2972 • Pupil Promotion and Retention
- 2973 • Suspensions and Expulsions
- 2974 • School Accountability Report Cards
- 2975 • School Bus Safety I and II
- 2976 • Standardized Testing and Reporting
- 2977 • STRS Creditable Compensation
- 2978 • Any other current or future mandates of charter schools

2979  
 2980 It is the expressed intent of GHCHS to comply with all of the aforementioned mandates and file  
 2981 directly for reimbursements. If a reimbursement claim can only be filed through LAUSD, LAUSD  
 2982 agrees to fold the Charter School claim into its claim and pass through the Charter School funds  
 2983 when received.

2984  
 2985 Eligible expenses which LAUSD incurs as a result of current charter school law, subsequent charter  
 2986 school legislation or CDE interpretations of these laws are not the responsibility of the Charter  
 2987 School and should be addressed by LAUSD through the State’s Mandated Cost Reimbursement  
 2988 Program.

2989  
 2990 **LAUSD Services**

2991 All GHCHS requested services from LAUSD will be provided on a fee-for-service basis. Pursuant to  
 2992 a negotiated memorandum of understanding between the District and the Charter School, services  
 2993 that GHCHS may be interested in include the following:

- 2994
- 2995 • School Police (including filing theft reports, alarm monitoring, support during times of
- 2996 emergency, canine program, and patrol)
- 2997 • Student Health and Human Services (including access to school mental health, nursing
- 2998 services, suicide prevention services, support for crisis team, and access to audiology services.
- 2999 • Site maintenance and repair
- 3000 • Garbage pick-up
- 3001 • Fingerprinting and criminal processing of certificated and classified employees (including
- 3002 paraprofessionals)
- 3003 • Processing of emergency credentials
- 3004 • Bilingual fluency testing
- 3005 • Field trip transportation
- 3006 • School Mail
- 3007 • Standardized test processing
- 3008 • Supplies/materials acquisition and delivery
- 3009 • Athletics

3010  
3011 GHCHS shall retain the right to negotiate a contract with an outside contractor at any time if such a  
3012 contract proves to be in the best interests of GHCHS.  
3013  
3014 **District Oversight**  
3015 GHCHS agrees to pay the LAUSD for the actual costs of supervisorial oversight up to the percentage  
3016 of revenue of the Charter School allowed under Education Code Section 47613.

ELEMENT 10  
PUPIL SUSPENSION AND EXPULSION

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

- 3017  
3018 Comprehensive policies for pupil conduct and discipline have been established in collaboration with  
3019 parents, pupils, and staff in order to promote learning and protect the safety and wellbeing of all  
3020 pupils and staff at the school. Pupils and their parents/guardians will be notified in writing upon  
3021 enrollment of all policies and procedures for pupil conduct and discipline. The comprehensive  
3022 policies for pupil conduct and discipline will be printed and distributed as part of the school’s pupil  
3023 handbook and will clearly describe the school’s expectations regarding attendance, mutual respect,  
3024 sexual harassment, substance abuse, violence, safety, and work habits. Pupil conduct and discipline  
3025 policies are subject to review and revision by the Governing Board. When a policy is violated, it may  
3026 be necessary to suspend a pupil from regular classroom instruction and/or expel a pupil from the  
3027 charter school.  
3028
- 3029 Definitions (as used in this policy);
- 3030 • Corporal punishment: “corporal punishment” includes the willful infliction of, or causing the  
3031 willful infliction of, physical pain on a pupil. For the purposes of the Policy, corporal  
3032 punishment does not include an employee’s use of force that is reasonable and necessary to  
3033 protect the employee, pupils, staff, or other persons, or to prevent damage to school property.  
3034
  - 3035 • Discipline: “discipline” includes but is not limited to advising and counseling pupils,  
3036 conferring with parents/guardians, detention during and after school hours, the use of  
3037 alternative educational environments, suspension, and expulsion.  
3038
  - 3039 • Executive Director: unless otherwise specified, the term “Executive Director” shall refer to  
3040 the GHCHS Executive Director or his or her designee.  
3041
  - 3042 • Expulsion: “expulsion” means dis-enrollment from GHCHS.  
3043
  - 3044 • Governing Board: unless otherwise specified, the term “Governing Board” shall refer to the  
3045 GHCHS Governing Board or its designated subcommittee.  
3046
  - 3047 • Parent: the term “parent” shall refer to the pupil’s parent, guardian, or other identified  
3048 custodial adult with educational rights.  
3049
  - 3050 • Suspension: “suspension” means removal of a pupil from ongoing instruction for adjustment  
3051 purposes. A pupil may be suspended from one class or all classes and still remain in school  
3052 during the period of suspension if he or she is appropriately supervised. However,  
3053 “suspension” does not mean the following:  
3054

- 3055 a. Reassignment to another education program or class at the charter school where  
3056 the pupil will receive continuing instruction for the length of day prescribed by the  
3057 Charter School Governing Board for pupils of the same grade.  
3058  
3059 b. Referral to a certificated employee designated by the Executive Director to advise  
3060 pupils.  
3061  
3062 c. Removal from the class but without reassignment to another class for the  
3063 remainder of the class period without sending the pupil to the Executive Director  
3064 or designee.  
3065

3066 **Who is Subject to Disciplinary Procedures**

3067 School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all pupils.  
3068 The procedures to be followed should a pupil violate the comprehensive policies for pupil conduct  
3069 and discipline will also be printed and distributed as part of the school's pupil handbook.  
3070

3071 A pupil identified as an individual with disabilities or for whom GHCHS has a basis of knowledge of  
3072 a suspected disability pursuant to the Individuals with disabilities in Education Act (IDEA) or who is  
3073 qualified for services under Section 504 of the rehabilitation Act of 1973 (Section 504) is subject to  
3074 the same grounds for disciplinary action, including suspension and expulsion, and is accorded the  
3075 same due process procedures applicable to regular education pupils except when federal and state law  
3076 mandates additional or different procedures. GHCHS will follow Section 504, IDEA, the Americans  
3077 with Disabilities Act (ADA) of 1990, and all federal and state laws when imposing any form of  
3078 discipline on a pupil identified as an individual with disabilities or for whom GHCHS has a basis of  
3079 knowledge of a suspected disability or who is otherwise qualified for such services or protections in  
3080 according due process to such pupils.  
3081

3082 Student discipline and procedures for suspension and expulsion shall include positive behavioral  
3083 interventions.  
3084

3085 **Notification of Policies and Procedures**

3086 The Executive Director shall insure that pupils and their parents/guardians are notified in writing  
3087 upon enrollment of all policies and procedures for pupil conduct and discipline. All policies and  
3088 procedures for pupil conduct and discipline shall be available upon request in the main office of the  
3089 school.  
3090

3091 **Corporal Punishment**

3092 Corporal punishment shall not be used as a disciplinary measure against any pupil.  
3093  
3094

3095 **GROUPS FOR SUSPENSION AND EXPULSION**

3096  
3097 **Enumerated Offenses**

3098 A pupil may be suspended from GHCHS or recommended for expulsion for one or more of the  
3099 following offenses:

- 3100 a) (1) Caused, attempted to cause, or threatened to cause physical injury to another persons; or  
 3101 (2) willfully used force or violence upon the person of another, except in self-defense.  
 3102 b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous  
 3103 object.  
 3104 c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any  
 3105 controlled substance, an alcoholic beverage, or an intoxicant of any kind.  
 3106 d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic  
 3107 beverage, or an intoxicant of any kind.  
 3108 e) Committed or attempted to commit robbery or extortion.  
 3109 f) Caused or attempted to cause damage to school property or private property.  
 3110 g) Stolen or attempted to steal school property or private property.  
 3111 h) Possessed or used tobacco, or any products containing tobacco or nicotine.  
 3112 i) Committed an obscene act or engaged in habitual profanity or vulgarity.  
 3113 j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug  
 3114 paraphernalia.  
 3115 k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors,  
 3116 teachers, administrators, school officials, or other school personnel engaged in the  
 3117 performance of their duties.  
 3118 l) Knowingly received stolen school property or private property.  
 3119 m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of  
 3120 a firearm that is so substantially similar in physical properties to an existing firearm as to lead  
 3121 a reasonable person to conclude that the replica is a firearm.  
 3122 n) Committed or attempted to commit a sexual assault or committed a sexual battery.  
 3123 o) Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a  
 3124 school disciplinary proceeding for the purpose of either preventing that pupil from being a  
 3125 witness or retaliating against that pupil for being a witness, or both.  
 3126

3127 The above list is not exhaustive and depending upon the offense, a pupil may be suspended or  
 3128 expelled for misconduct not specified above.  
 3129

3130 A pupil may be suspended or expelled for acts that are enumerated in this section and related to  
 3131 school activity or attendance that occur at any time, including, but not limited to, any of the  
 3132 following:  
 3133

- 3134 • While on school grounds
- 3135 • While going to or coming from school
- 3136 • During the lunch period whether on or off the campus
- 3137 • During, or while going to or coming from, a school sponsored activity  
 3138

3139 GHCHS will notify LAUSD and any other applicable districts of any expulsions. Both suspension  
 3140 and expulsion data will be included in GHCHS performance reports.  
 3141

3142 **Alternatives**

3143 Alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or  
 3144 otherwise absent from assigned school activities. Tardies and trancies are dealt with through the  
 3145 GHCHS attendance policy and are not in of themselves a student discipline issue.

3146 **Suspension Procedures**

3147  
3148 Suspensions from Class: A teacher generated suspension from class is for the day of the act and the  
3149 following meeting of the class. The teacher shall immediately report the suspension to the Dean, who  
3150 will then report the suspension to the Principal and the Executive Director. The pupil will be sent to  
3151 the Dean or an administrator for appropriate action, which may include suspension from school or  
3152 other disciplinary measures.

3153  
3154 Suspensions from school shall be initiated according to the following procedures:

- 3155 a.) Informal Conference;
- 3156 b.) Suspension shall be preceded, if possible, by an informal conference conducted by the  
3157 Executive Director or the Executive Director’s designee with the pupil and his or her parent  
3158 and, whenever practicable, the teacher, supervisor or school employee who referred the pupil  
3159 to the Executive Director.
- 3160 c.) The conference may be omitted if the Executive Director or designee determines that an  
3161 emergency situation exists. An “emergency situation” involves a clear and present danger to  
3162 the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this  
3163 conference, both the parent/guardian and pupil shall be notified of the pupil’s right to return to  
3164 school for the purpose of the conference.
- 3165 d.) At the conference, the pupil shall be informed of the reason for the disciplinary action and  
3166 the evidence against him/her and shall be given the opportunity to present his/her version and  
3167 evidence in his/her defense.
- 3168 e.) This conference shall be held within two school days, unless the pupil waives this right or  
3169 is physically unable to attend for any reason, including, but not limited to incarceration or  
3170 hospitalization.
- 3171 f.) No penalties may be imposed on a pupil for failure of the pupils’ parent or guardian to  
3172 attend a conference with school officials. Reinstatement of the suspended pupil shall not be  
3173 contingent upon attendance by the pupil’s parent or guardian at the conference.

3174  
3175 **Notice to Parents/Guardians**

3176 At the time of the suspension, a GHCHS employee shall make a reasonable effort to contact the  
3177 parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall  
3178 be notified in writing of the suspension. This notice shall state the specific offense committed by the  
3179 pupil. In addition, the notice may also state the date and time when the pupil may return to school. If  
3180 school officials wish to ask the parent/guardian to confer regarding matters pertinent to the  
3181 suspension, the notice may request that the parent/guardian respond to such requests without delay.

3182  
3183 **Suspension Time Limits/ Recommendation for Expulsion**

- 3184 a.) Suspensions, when not including a recommendation for expulsion, shall not exceed five (5)  
3185 consecutive school days per suspension, unless suspension is extended by the Executive Director  
3186 pending an expulsion hearing.
- 3187 b.) Upon recommendation of expulsion by the Executive Director, the pupil and pupil’s guardian or  
3188 representative will be invited to a conference to determine if the suspension for the pupil should be  
3189 extended pending an expulsion hearing. This determination will be made by the Executive Director  
3190 upon either of the following determinations: (1) the pupil’s presence will be disruptive to the

3191 education process or (2) the pupil poses a threat or danger to others. Upon either determination, the  
3192 pupil's suspension will be extended pending the results of an expulsion hearing.

3193

3194 **Authority to Expel**

3195 A pupil may be expelled by the GHCHS Governing Board either following a hearing before the  
3196 Board or upon the recommendation of an Expulsion Panel to be assigned by the GHCHS Governing  
3197 Board as needed. The Expulsion Panel may recommend expulsion of any pupil found to have  
3198 committed an expellable offense.

3199

3200 **EXPULSION PROCEDURES**

3201

3202 1. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil  
3203 should be expelled. Unless postponed for good cause, the hearing shall be held within 30  
3204 school days after the Executive Director or designee determines that the pupil has committed  
3205 an expellable offense.

3206

3207 2. The expulsion hearing will be presided over by the Governing Board President or the chair of  
3208 the Expulsion Panel. In the event an administrative panel hears the case, it will make a  
3209 recommendation to the GHCHS Governing Board for a final decision whether to expel. The  
3210 hearing shall be held in closed session unless the pupil makes a written request for a public  
3211 hearing three (3) days prior to the hearing.

3212

3213 3. Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at  
3214 least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be  
3215 deemed served upon the pupil. The notice shall include the following:

3216

b.) The date and place of the expulsion hearing

3217

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

3218

3219 d.) A copy of GHCHS's disciplinary rules which relate to the alleged  
3220 violation

3221

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

3222

3223

3224 f.) The opportunity for the pupil or the pupil's parent/guardian to appear in

3225

person or to employ and be represented by counsel or an advocate.

3226

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

3227

h.) The opportunity to confront and question all witnesses who testify at  
the hearing

3228

3229

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

3230

3231

3232

3233 **Record of Hearing**

3234 A record of hearing shall be made and may be maintained by any means, including electronic  
3235 recording, as long as reasonably accurate and complete written transcription of the proceedings can  
3236 be made.



3237 **Presentation of Evidence**

3238 While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and  
3239 used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of  
3240 serious affairs. A recommendation by the Expulsion Panel to expel must be supported by substantial  
3241 evidence that the pupil committed the expellable offense.

3242  
3243 Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is  
3244 admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be  
3245 admitted as testimony from witnesses of whom the GHCHS Governing Board, Panel, or designee  
3246 determines that disclosure of their identity or testimony at the hearing may subject them to an  
3247 unreasonable risk of physical or psychological harm.

3248  
3249 If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the  
3250 charge is committing or attempting to commit a sexual assault or committing a sexual battery as  
3251 defined in Education Code Section 48900, a complaining witness shall have the right to have his/her  
3252 testimony heard in a session closed to the public.

3253  
3254 The decision of the Expulsion Panel shall be in the form of a written recommendation to the GHCHS  
3255 Governing Board, who will make a final determination regarding the expulsion. The final decision by  
3256 the GHCHS Governing Board shall be made within ten (10) school days following the conclusion of  
3257 the hearing.

3258  
3259 **Written Notice to Expel**

3260 The Executive Director or designee following a decision of the GHCHS Governing Board to expel  
3261 shall send written notice of the decision to expel, including the Board's findings of fact, to the pupil  
3262 or parent/guardian. This notice shall include the following:

- 3263 a.) Notice of the specific offense committed by the pupil;  
3264 b.) Notice that the pupil may have a right to appeal the expulsion to the County  
3265 Board of Education.  
3266 c.) Notice of the pupil's or parent/guardian's obligation to inform any new district  
3267 in which the pupil seeks to enroll of the pupil's status with GHCHS.

3268  
3269 The Executive Director or designee shall send written notice of the decision to expel to the pupil's  
3270 district of residence, the Chartering District (LAUSD) and the County Office of Education. This  
3271 notice shall include the following:

- 3272 a.) The pupil's name;  
3273 b.) The specific expellable offense committed by the pupil;  
3274 c.) Disciplinary Records.

3275  
3276 **Records and Reporting**

3277 GHCHS shall maintain records of all pupil suspensions and expulsions at the school. Both suspension  
3278 and expulsion data shall be made available for LAUSD's review upon request and shall be included  
3279 in GHCHS performance reports. Prior to the recommendation to suspend or expel a pupil, the  
3280 Executive Director or designee shall, in accordance with E.C. Section 48902, notify the local law  
3281 enforcement authority if certain specified acts have been committed by the pupil. Specified acts  
3282 include the following:

- 3283  
3284       • Assault with a deadly weapon (Penal Code Section 245);  
3285       • Possession or sale of narcotics or a controlled substance;  
3286       • Possession of a firearm or firearms at a public school (Penal Code Section 626.9);  
3287       • Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches,  
3288       folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun  
3289       gun, BB or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

3290  
3291       **Expelled Pupils/Alternative Education**  
3292       Pupils who are expelled shall be responsible for seeking alternative education programs including but  
3293       not limited to programs within the County or the student’s district of residence. GHCHS will work  
3294       with the district from which an expelled pupil originated on an interim placement at another school.

3295  
3296       If a student is under an expulsion order from another school district (LEA), all information must be  
3297       provided to the GHCHS Expulsion Panel for review. The GHCHS Expulsion Panel will determine if  
3298       enrollment will be granted.

3299  
3300       **Rehabilitation Plans**  
3301       Pupils who are expelled from GHCHS shall be given a rehabilitation plan upon expulsion as  
3302       developed by the GHCHS Governing Board at the time of the expulsion order, which may include,  
3303       but is not limited to, periodic review as well as assessment at the time of review for readmission. The  
3304       rehabilitation plan should include a date not later than one year from the date of expulsion when the  
3305       pupil may reapply to the GHCHS for readmission.

3306  
3307       **Readmission**  
3308       The decision to readmit a pupil or to admit a previously expelled pupil from another school district or  
3309       charter school shall be in the sole discretion of the GHCHS Governing Board following a meeting  
3310       between the Executive Director or designee and the pupil and parent/guardian or representative, to  
3311       determine whether the pupil has successfully completed the rehabilitation plan and to determine  
3312       whether the pupil poses a threat to others or will be disruptive to the school environment. The  
3313       Executive Director shall make a recommendation to the GHCHS Governing Board following this  
3314       meeting. The pupil’s readmission is also contingent upon the capacity of GHCHS at the time the  
3315       pupil seeks readmission.

ELEMENT 11  
RETIREMENT SYSTEM

*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.*

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

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

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

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**Health Benefits**

GHCHS is strongly committed to providing its employees with a health benefits package (health, dental and vision) which is the same or better than the health benefits package that is provided by the LAUSD to its employees, including the establishment of a GHCHS retiree health benefit program to qualified retirees. During the term of the charter, LAUSD will continue to make available the option to purchase the LAUSD Health Benefits Package for GHCHS employees. If so desired by the school affected stakeholder groups and approved by the GHCHS Governing Board, GHCHS reserves the right to explore and obtain a health benefits package which exceeds that provided by LAUSD to its employees.

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Benefits for part-time charter employees will remain the same as is currently provided by the LAUSD. The Governing Board may review the benefits package and make improvements.

GHCHS acknowledges and agrees that GHCHS must and will pay its accrued retiree healthcare liability to the District in the event GHCHS does not participate in LAUSD's health benefits program. GHCHS's accrued retiree healthcare liability shall be agreed upon by GHCHS and LAUSD using an actuarial calculations(s). The method and manner of payment of the retiree healthcare liability shall be agreed upon by GHCHS and LAUSD. Any dispute regarding retiree healthcare liability shall be subject to the Dispute Resolution Process.

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**STRS**

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

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**PERS**

All current classified employees of GHCHS will continue with the PERS. Employees and GHCHS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the

3356 PERS fund as required. Employees will accumulate service credit years in the same manner as all  
3357 other members of PERS. For instance, if an employee has worked for the sponsoring district for five  
3358 years, and another four years for GHCHS, he/she will have accumulated a total of nine years of  
3359 service credit towards retirement from PERS. Social Security payments will be contributed for all  
3360 qualifying PERS members.

3361  
3362 **PARS**  
3363 GHCHS will continue to participate in the Public Agency Retirement System for non-PERS/STRS  
3364 eligible part-time employees.

3365  
3366 **Pre-Charter Employees**  
3367 All contributions, STRS, PERS (employees and employers) accrued by pre-charter staff who are on  
3368 Charter leave will remain in the same account for retirement benefit calculation.

3369  
3370 **Health and Welfare for Active Employees**  
3371 Eligibility is based on yearly LAUSD contract terms. Whatever health package is negotiated between  
3372 LAUSD and its representative units will apply to GHCHS. This may include plan changes and/or  
3373 reduction of benefits. However, GHCHS reserves the right to purchase its own health and welfare  
3374 benefit plans in the future after fiscal stabilization and in that case will replace all LAUSD health and  
3375 welfare benefits plans, in their entirety, with the new plans purchased by GHCHS

3376  
3377 For certificated employees of GHCHS who are on charter school leave from LAUSD, Section 7.0  
3378 Article XII B of the Collective Bargaining Agreement shall apply. The time on charter school leave  
3379 shall count toward service, and shall not constitute a break in the service requirements for benefits in  
3380 Retirement. If 1) the employees remain members of the bargaining unit and GHCHS contracts for  
3381 health and welfare benefits as provided above and 2) the contract includes provisions for benefits in  
3382 retirement, then the time on charter school leave counts towards the services requirement and the  
3383 employee can either return to the District and have time on leave count or retire from GHCHS with  
3384 benefits in retirement, provided the employee meets all of the eligibility requirements.

3385  
3386 **Illness/Personal Necessity Days**  
3387 All accrued illness/personal necessity days will remain with the sponsoring district for pre-charter  
3388 employees who are on approved district charter leave to continue to work in GHCHS, including long  
3389 term illness and maternity leaves that exceed 20 days. In the event an employee wishes to return to  
3390 the sponsoring district, he/she is eligible to use these illness days. Upon exhaustion of illness/personal  
3391 necessity days granted by GHCHS, employees may seek to access their unused LAUSD illness time  
3392 per the UTLA-LAUSD collective bargaining agreement. Should access be denied, GHCHS will  
3393 assume financial responsibility for the unused LAUSD illness time. In the event that this should  
3394 occur, an agreement will be made between the employee and GHCHS.

3395  
3396 GHCHS will accept and assume the financial liability for all unused illness days previously accrued  
3397 by an employee from the sponsoring district upon expiration of each employee's charter school leave  
3398 and resignation from LAUSD. GHCHS will also accept and assume the financial liability for all  
3399 unused illness days previously accrued by employees who have resigned from another district to join  
3400 GHCHS.

3401

3402 **Certificated Employees**

3403 All teachers at GHCHS will earn illness/release days each school year at the same rate defined in  
3404 sponsoring district/bargaining unit terms (0.05 hours per work day). GHCHS will study the  
3405 feasibility of the following:

- 3406
- 3407 • Conduct an actuarial calculation for a cash credit plan at the time of retirement if GHCHS
  - 3408 opts not to report unused charter illness and personal necessity days to STRS.
  - 3409 • Provide monetary incentives for unused days (days will continue to accrue).
  - 3410 • Establish an account to guarantee there are adequate funds to pay out if a cash credit plan is
  - 3411 implemented.
- 3412

3413 Note: Accrued illness/release days – both LAUSD and charter - will be reported to STRS for the  
3414 purpose of calculating additional retirement benefits.

3415

3416 **Classified Employees**

3417 All qualifying classified employees will accrue illness and vacation days per sponsoring  
3418 district/bargaining unit contract terms.

3419

3420 **Reciprocity/Transferability of Accrued Illness Days**

3421 In the event that an employee returns to the sponsoring district prior to the end of the charter term  
3422 (June 2009), and the employee has accrued unused illness/release days at GHCHS, the following  
3423 policies will be evaluated and negotiated with LAUSD:

- 3424 • Request reciprocity from the LAUSD (whether the sponsoring district will accept unused
  - 3425 illness days accrued at GHCHS)
  - 3426 • Offer cash credit after GHCHS has established a savings account designated for this purpose
- 3427

3428 **Vacation Days**

3429 Qualifying certificated employees will receive the same number of earned vacation days per  
3430 sponsoring district/bargaining unit contract terms. However, GHCHS reserves the right to develop  
3431 its own plan in the future so long as that plan is consistent with any applicable collective bargaining  
3432 agreements.

3433

3434 Qualifying classified employees will receive vacation days based on sponsoring district/bargaining  
3435 unit contract terms. However, GHCHS reserves the right to develop its own plan in the future so  
3436 long as that plan is consistent with any applicable collective bargaining agreements.

3437

3438 All employees on Charter school leave who have accrued vacation days with the sponsoring district  
3439 will keep their accumulated vacation balance with the sponsoring district's vacation bank.

3440

3441 **Paid Legal Holidays**

3442 GHCHS will offer the same or better than what the sponsoring district is currently offering under the  
3443 same calendar.

3444

3445 **Employees Not Remaining At Granada Hills Charter High School**

3446 Current staff members who choose not to remain at GHCHS are subject to the terms of the agreement  
3447 in the LAUSD-UTLA Collective Bargaining Agreement pertaining to the Charter School Leave.

3448 Request for return to the LAUSD during the period of the leave may be granted by the LAUSD, at its  
3449 sole discretion, based upon the needs of the LAUSD.

3450

3451 **Post Retirement Health Benefits**

3452 Employees who retire from the district receiving either a PERS /STRS allowance and who otherwise  
3453 meet the then existing eligibility requirements for retiree benefits shall be eligible to continue those  
3454 health and welfare plans then being offered at the time of retirement. For the purposes of this section,  
3455 qualifying years consist of school years in which the employee was in paid status for at least 100 full-  
3456 time days and was eligible for coverage. The following shall not count toward, but shall not  
3457 constitute a break in the service requirement: (a) time spent on authorized leave of absence, and (b)  
3458 any time intervening between resignation and reinstatement with full benefits within thirty-nine  
3459 months of the last day of paid service. GHCHS staff members who retire from GHCHS will be  
3460 eligible for continuous health and medical benefits as long as the member meets one of the following  
3461 requirements or other requirements that may be implemented in the LAUSD retiree benefit program  
3462 from time to time:

3463

3464 ➤ Have served the minimum qualifying years (a combination of service years in a California School  
3465 District while continuing to contribute to STRS/PERS) immediately prior to retirement according  
3466 to the following guidelines:

3467

3468 • For the employees hired prior to March 11, 1984, five consecutive years of qualifying service  
3469 immediately prior to retirement shall be required in order to qualify for retiree health benefits  
3470 for the life of the retiree.

3471

3472 • For employees hired on or after March 11, 1984 and before July 1, 1987, ten consecutive  
3473 years of qualifying service immediately prior to retirement shall be required in order to  
3474 qualify for retiree health benefits for the life of the retiree.

3475

3476 • For employees hired on or after July 1, 1987 and before June 1, 1992, fifteen consecutive  
3477 years of qualifying service immediately prior to retirement shall be required, or ten  
3478 consecutive years immediately prior to retirement plus an additional ten years which are not  
3479 consecutive, in order to qualify for retiree health benefits for the life of the retiree.

3480

3481 • For employees hired on or after June 1, 1992, consecutive years of qualifying service and age  
3482 must total at least eighty in order to qualify for retiree health benefits for the life of the retiree.  
3483 In order to maintain coverage, the retiree must continue to receive a STRS/PERS allowance  
3484 and must enroll in those parts of Medicare for which they are eligible.

3485

3486

3487 **DESCRIPTION OF EMPLOYEE RETURN RIGHTS**

3488

3489 **Seniority**

3490 The seniority date for present employees will be the same as what they have with the sponsoring  
3491 district. Seniority for all new employees begins upon the date of employment with GHCHS.

3492

3493

3494 **Resuming Employment with the Sponsoring District**

3495 All pre-charter employees on district leave may terminate their leave and return to the sponsoring  
3496 district at the end of each school year as outlined in the UTLA/LAUSD contract. Notice must be  
3497 filed with GHCHS and sponsoring district on or before April 15 of the preceding school year.  
3498

3499 Classified employees not represented by a bargaining unit shall be subject to Personnel Commission  
3500 rules pertaining to Charter School leaves.  
3501

3502 **Leaves**

3503 GHCHS has the option to develop its own leave policy so long as such policy is consistent with any  
3504 applicable collective bargaining agreements.  
3505

3506 LAUSD's past practice has been to allow classified and certificated employees the option to take a  
3507 leave of absence from the District for up to five (5) years. Given that the initial charter was approved  
3508 for only one (1) academic year, not the customary five (5) years, it is agreed to by LAUSD and  
3509 UTLA that GHCHS employees who are on leave from LAUSD shall be able to apply annually for a  
3510 leave of absence from the LAUSD for up to and including the fourth year (June, 2008) of this charter  
3511 as renewed. This policy is in keeping with past District practice of allowing employees to take a  
3512 leave of absence for up to five (5) years.  
3513

3514 In the true spirit of collaboration between GHCHS and the LAUSD, GHCHS, along with other  
3515 interested independent conversion charter schools, is interested in negotiating a policy which would  
3516 lift the current five-year cap on charter school leave and allow for an extended leave from the  
3517 LAUSD for those employees working at independent conversion charter schools sponsored by the  
3518 LAUSD. Such a policy change would allow charter schools and the LAUSD to better utilize existing  
3519 research and development and create new and sustainable partnerships.

ELEMENT 12  
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

- 3520
- 3521 If a student in the former attendance area chooses to opt-out of GHCHS, he/she will contact the local
- 3522 LAUSD district office to determine the nearest district school with available space.
- 3523



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)*

- 3524  
3525 Current staff members will be considered employees of GHCHS. Current permanent staff members  
3526 will be considered permanent employees of GHCHS. In accordance with collectively bargained  
3527 agreements, they shall retain but not continue to accumulate existing LAUSD tenure and seniority  
3528 while at GHCHS, and will establish permanent employment and seniority rights with GHCHS upon  
3529 its inception.
- 3530  
3531 Seniority for present employees will be the same as what they have with the sponsoring district. A  
3532 seniority policy for all new employees will be developed by the Governing Board.
- 3533  
3534 Staff members who transfer from another school in LAUSD will also keep but not continue to  
3535 accumulate district tenure and seniority. They can establish permanent employment and seniority  
3536 rights with GHCHS.
- 3537  
3538 A permanent employee may opt to transfer to another position within the District as outlined in the  
3539 LAUSD –UTLA Collective Bargaining Agreement. Such a transfer is granted at the sole discretion of  
3540 the LAUSD. Current staff members who choose to remain at GHCHS will have the same transfer  
3541 and leave rights that exist within the District.
- 3542  
3543 New employees from outside LAUSD can establish permanent employment and seniority rights with  
3544 GHCHS.
- 3545  
3546 If a reduction in staff is needed due to a change in enrollment or a change in the educational program  
3547 design, the Executive Director, subject to approval of the GHCHS Governing Board, will determine  
3548 which positions are no longer needed. If two staff members have the same seniority and neither  
3549 volunteers to leave, the GHCHS Governing Board will consider the needs of the school program and  
3550 the combined LAUSD and charter seniority of each staff member and decide which employee will be  
3551 retained.
- 3552  
3553 All employees at GHCHS who qualify for membership in any of the non-certificated or certificated  
3554 employee associations will have the right to membership. These employee associations will have the  
3555 right to collect membership dues from their members.

ELEMENT 14  
DISPUTE RESOLUTION PROCESS

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.  
California Education Code Section 47605 (b) (5) (N)*

3556  
3557 LAUSD will refer all disputes involving GHCHS to GHCHS for ultimate resolution. For example,  
3558 LAUSD will refer to the appropriate person at GHCHS a parent who might voice a concern about  
3559 GHCHS to someone at LAUSD.

3560  
3561 Any controversy, claim, or dispute arising out of or relating to the charter agreement between the  
3562 District and the Charter School shall be handled first through an informal process in accordance with  
3563 the procedures set forth below:

3564  
3565 Any controversy, claim or dispute arising out of or relating to the charter agreement, or the breach  
3566 thereof, must be submitted in writing (“Written Notification”). The Written Notification may be  
3567 tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be  
3568 deemed received (a) if personally delivered, upon date of delivery to the address of the person to  
3569 receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal  
3570 delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2)  
3571 business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

3572  
3573 To Granada Hills Charter High School: NAME  
3574 Brian Bauer, Executive Director Address

3575  
3576 To Director of Charter Schools: NAME  
3577 Los Angeles Unified School District Address

3578  
3579 A written response (“Written Response”) shall be tendered to the other party within 20 business days  
3580 from the date of receipt of the Written Notification. The parties agree to schedule a conference to  
3581 discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue  
3582 Conference shall take place within fifteen (15) business days from the date the Written Response is  
3583 received by the other party. The Written Response may be tendered by personal delivery, by  
3584 facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally  
3585 delivered, upon date of delivery to the address of the person to receive such notice if delivered by  
3586 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon  
3587 electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S.  
3588 Mail.

3589  
3590 If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference,  
3591 then either party may request that the matter be resolved by mediation. Each party shall bear its own  
3592 costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of  
3593 the mediation shall be shared equally among the parties. Mediation proceedings shall commence  
3594 within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the

3595 selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected  
3596 from the approved list of mediators prepared by the American Arbitration Association. Mediation  
3597 proceedings must be administered in accordance with the mediation rules or guidelines of the  
3598 American Arbitration Association.

3599  
3600 If mediation is not successful, then the parties agree to settle the controversy, claim or dispute by  
3601 non-binding arbitration conducted by a single arbitrator in accordance with the rules or guidelines of  
3602 the American Arbitration Association. The arbitrator must be an active member of the California  
3603 State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its  
3604 own costs and expenses associated with the arbitration.

3605  
3606 Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by  
3607 such other party in compelling arbitration of any controversy, claim, or dispute.

3608

3609 **Uniform Complaint Procedures**

3610 GHCHS will designate at least one employee to coordinate its efforts to comply with and carry out its  
3611 responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of  
3612 the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with  
3613 GHCHS alleging it noncompliance with these laws or alleging any actions which would be prohibited  
3614 by these laws. GHCHS will notify all its students and employees of the name, office address, and  
3615 telephone number of the designated employee or employees.

3616

3617 GHCHS will adopt and publish grievance procedures providing for prompt and equitable resolution  
3618 of student and employee complaints alleging any action, which would be prohibited by Title IX or  
3619 Section 504.

3620

ELEMENT 15  
LABOR RELATIONS

*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)*

3621  
3622 GHCHS will implement specific and continuing steps to notify applicants for admission and  
3623 employment, students and parents, employees, and all unions or professional organizations holding  
3624 collective bargaining or professional agreements, that it does not discriminate on the basis of sex or  
3625 mental or physical disability in the educational program or activity which it operates and that it is  
3626 required by Title IX and Section 504 not to discriminate in such a manner. GHCHS shall be deemed  
3627 the exclusive public school employer of the employees of the charter school for the purposes of the  
3628 Education Employment Relations Act as specified in Chapter 10.7 (commencing with Section 3540)  
3629 of Division 4 of Title 1 of the California State Education Code [47611.5(b)] and shall adhere to  
3630 EERA and any other applicable laws. In accordance with this code, GHCHS employees have the  
3631 right to join organizations of their choice, to be represented by such organizations in their  
3632 professional and employment relationships with public school employers, to select one employee  
3633 organization as the exclusive representative of the employees in an appropriate unit, and to afford  
3634 certificated employees a voice in the formulation of educational policy.  
3635  
3636 Until otherwise inapplicable, the Charter school will continue to abide by the provisions of the  
3637 collective bargaining agreements (contracts) between the LAUSD and UTLA, Teamsters, Local 99  
3638 and CSEA except where the parties agree otherwise.

ELEMENT 16  
CHARTER SCHOOL CLOSING

*A description of the procedures to be used if the charter school closes  
California Assembly 1994*

- 3639  
3640  
3641 If GHCHS ceases operation as a charter school, it shall revert back to its prior status as a school of  
3642 LAUSD for all purposes.  
3643  
3644 The Board of GHCHS shall notify parents of any action taken by the Board of GHCHS and/or  
3645 LAUSD to discontinue the operation of GHCHS as a charter school. A final audit shall be conducted  
3646 to determine the assets and liabilities of GHCHS. Any net assets will revert to the District. All pupil  
3647 records will be managed by GHCHS as a school of the District after the charter ceases unless  
3648 otherwise directed by the District.