



GRANADA HILLS CHARTER
Grades TK–12

PETITION FOR RENEWAL
2019-2024

Submitted to LAUSD July 30, 2018
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AFFIRMATIONS, ASSURANCES and DECLARATIONS

Granada Hills Charter (also referred to herein as “GHC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

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

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

Element 1 – THE EDUCATIONAL PROGRAM

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

(Ed. Code § 47605(b)(5)(A)(i).)

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD. Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required

to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data
The standard file including District ID.
- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of

applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

General Information	
The contact person for Charter School is:	Brian Bauer, Executive Director
The contact address for Charter School is:	Granada Hills Charter 10535 Zelzah Ave Los Angeles, CA 91344 (Grades 9-12) And 17081 Devonshire Street Northridge, CA 91325 (Grades TK-8 and 9-12)
The contact phone number for Charter School is:	818-360-2361
The proposed address or ZIP Code of the target community to be served by Charter School is:	91325, 91326, 91344
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	TK -12
The number of students in the first year will be:	TK-8: 525 9-12: 5,500 students TK-12: 6,025 students
The grade level(s) of the students in the first year will be:	TK, K, 1, 6, 9, 10, 11, 12
Charter School's scheduled first day of instruction in 2019-2020 is:	Monday, August 12, 2019
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	6,925
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional

The bell schedule for Charter School will be:	Grades TK -2 9:00 a.m. – 3:00 p.m. Grades 3-5 9:00 – 3:30 p.m. Grades 6-8 9:00 – 3:40 p.m. Grades 9-12 7:25 a.m. - 4:30 p.m.
The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

COMMUNITY NEED FOR CHARTER SCHOOL

Charter School History

After 15 years in operation as a charter school, GHC identifies its key strengths as:

- A mission driven Charter School that offers comprehensive and rigorous programs for all students to succeed in varied facets of life from admission to higher education and preparation for career readiness to outstanding citizenship and international mindedness;
- A strong and sustained leadership team with an executive director who has been with the Charter School for over fifteen years;
- A team of innovative, creative, diligent and dedicated teachers and staff with unrivaled wrap around services to support students at all levels of achievement;
- Professional development opportunities that have built and enhanced programs including the commitment to rigorous external programs such as the International Baccalaureate Diploma Program (IB DP) and the AP Capstone Program;
- Opportunities for students and staff to participate in community projects and extend learning beyond the Charter School; and
- A data driven culture with a proven track record that supports all students on all California accountability measures.

In 2013, GHC purchased the former Pinecrest School site at 17081 Devonshire Street, Northridge, 91325, a seven acre campus about one mile from the Zelzah Ave. campus, with plans to expand the number of students it serves. After four years of research and the success of our International Baccalaureate (IB) program at the high school, GHC stakeholders, parents, teachers and community have decided to launch a grades TK-8 program based on the mission and vision of our current Charter School and align it with the International Baccalaureate Organization (IBO) Primary Years Program (PYP) and Middle Years Program (MYP). The strength of our team and our track record of success makes us believe that we will be able to carry out this mission with integrity, conviction, creativity and ownership - traits necessary to craft another success story in public education. We plan to take our mission and vision, engage with individuals who have prior experience in span schools, implement a curriculum that is successful both nationally and

internationally and once again, provide the community with an educational nucleus that molds the citizens of the 21st century.

GHC Grades TK-8 Program

The potential parents and community are seeking a school that is well staffed and equipped to address not just the academic but social and emotional needs of their students. Although the grades TK-8 program is an expansion of and was not part of the original grades 9-12 independent conversion high school, we are proposing that the grades TK-8 program be included in the same school as the grades 9-12 program; hence, we are proposing a TK-12 independent charter school. Parents view GHC's high school program as a model for wrap around services that help students develop resilience, grit and the ability to work through personal and academic challenges. The parents and community are also seeing a grades TK-8 program that has a rich, expansive and challenging curriculum in preparation of the 21st century careers. They believe that provision for students to learn a second language early in life and acquire skills that address logical thinking are necessary for readiness of college level courses such as AP and IB in high school. Our intent is to develop our grades TK-8 program into a certified PYP and MYP IB program that provides students with opportunities to take the Diploma program in high school or transition to AP classes in pursuit of the AP Capstone Diploma. The idea of having students equipped for the rigors of high school is very appealing to our community and parents.

The instructional program at the GHC grades TK-8 will be governed by the principles of the International Baccalaureate Primary Years Program (IB PYP) and the International Baccalaureate Middle Years Program (IB MYP). The PYP and the MYP address the needs of families looking for interdisciplinary educational programs that provide an intellectually challenging, inquiry based curriculum; that provide an experiential learning environment that involves students in projects that require real world problem solving skills; that provide early instruction in public speaking, second language acquisition, and computer science--each aimed at supporting students in building confidence and a greater sense of self; that provide students with meaningful opportunities to engage with and serve the San Fernando Valley community; and, that provide students with opportunities to develop strong character and resilience within a collaborative school environment. In addition, the GHC grades TK-8 program will prepare students for the IB Diploma Program (DP) at the high school--an opportunity to explore and envision the much needed continuity in TK-12 education. Continuity to the DP at our high school gives students an added advantage to prepare for the workforce of an unprecedented 21st century world and addresses the state and the sponsoring district's requirement of making students college and career ready.

The importance of continuity is further shown in studies conducted by Columbia and Harvard Universities. Their research shows two significant advantages for students who attend a grades TK-8 school over students who transition to a separate middle school beginning in 6th or 7th grade. Students represented in the studies dropped significantly in math and English achievement. According to the authors of the study, "Consistent with recent evidence from other settings, we find that students moving from elementary school to middle school in grade 6 or 7 suffer a sharp drop in student achievement in the transition year. . . . The relative achievement of students entering middle school in grade 6 or 7 continues to fall while they remain in middle

school and shows little sign of recovering in grades 9 and 10.”¹ In addition to academic benefits of attending a continuous grades TK-8 school, there appear to be additional social and emotional benefits. Studies have also shown that negative behaviors, such as bullying, are more common in traditional middle schools than in grade TK-8 schools.² And, evidence suggests that middle school aged students in K-8 schools might be benefiting from being in a school with much younger children where they get to take leadership roles.

We believe that all students need equitable opportunities to a world class curriculum. Based on the success of our current IB diploma program, the community is looking forward to an opportunity for their children to participate in a program not currently offered in the community. Completing the GHC PYP, MYP and DP programs with self-confidence, an awareness of their community needs and how to address them, second language fluency and computer literacy skills necessary for advancement in the 21st century will give our students the advantage to compete nationally and internationally.

GHC Grades 9-12 Program

Since our conversion to independent charter status in 2003, the high school program at Granada Hills Charter has existed to meet the needs of the community we serve. We fulfill the need for a high performing comprehensive high school– a place for students transitioning from area private schools, home schooled students, and students seeking a school of choice, as well as those students who reside in the pre-charter attendance boundary. Granada Hills Charter provides students in the neighborhood and surrounding areas with a rich environment for 21st century college and career readiness highlighting academic programs and career technical education classes based on student and community interests and needs.

Academic Achievement – Charter High School Performance since the Last Renewal

Since the last charter renewal in 2014, GHC continues to be a top comprehensive public high school in Los Angeles, with strong track record of preparing students for college and career. The Charter School meets or exceeds the academic threshold requirement for charter renewal in Education Code Section 47607(b).

The Charter School has maintained a strong graduation rate of approximately 95 percent each year (California Department of Education, Data Reporting Office). Further, GHC graduating seniors have consistently demonstrated strong academic performance following graduation. Approximately 95 percent of students continuing to attend college after their freshman year (College Persistence), roughly 30 percent stronger than the state and national averages. College Persistence data demonstrates that GHC graduating seniors who enroll in 2 or 4 year universities after high school are well prepared to complete their first year of college and continue into a second year of enrollment in comparison to state and national averages (National Student Clearinghouse, class of 2016).

Granada Hills Charter student performance on all standardized tests - Smarter Balanced, NWEA, PSAT, SAT, AP, and IB - has outmatched the local district, state averages, and national averages, demonstrating an effective implementation of curriculum and instruction that supports students in fundamental critical thinking skills in both English Language Arts and Mathematics.

¹ Rockoff W., and Lockwood B., *Stuck in the Middle, Education Next*, Fall 2010/Vol 10., No. 4.

² *Focus on the Wonder Years: Challenges Facing the American Middle School*, Santa Monica, CA, RAND Corporation.

In addition to college preparatory classes, GHC also offers three Career and Technical Education pathways. Nearly 11 percent of all GHC students complete at least one CTE course per year, and for the class of 2016, 95 percent of students who completed a CTE pathway also earned a GHC high school diploma. All CTE courses are UC A-G approved.

A rigorous curriculum, high academic expectations, and a college and career-ready focus throughout the campus aims to prepare students for the academic and social-emotional rigors of college.

CCSA Academic Accountability Report

The report below is an evaluation of our school according to the California Charter Schools Association's framework based on publicly available academic indicators. All non-DASS public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the California Charter Schools Association (CCSA) based on the past three years' worth of assessment results and post-secondary outcomes.

Per CCSA's accountability framework, as described below, our school is *above* CCSA's minimum academic criteria and *has met the academic threshold* for CCSA's public advocacy support for renewal.

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered "above" if the school is able to demonstrate academic success on at least one of the following metrics:

- **State Rank (Academic Status):** DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

For Elementary and Middle Schools:

- **Academic Growth:** Above the 75th percentile in DF3 growth over the past 3 years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

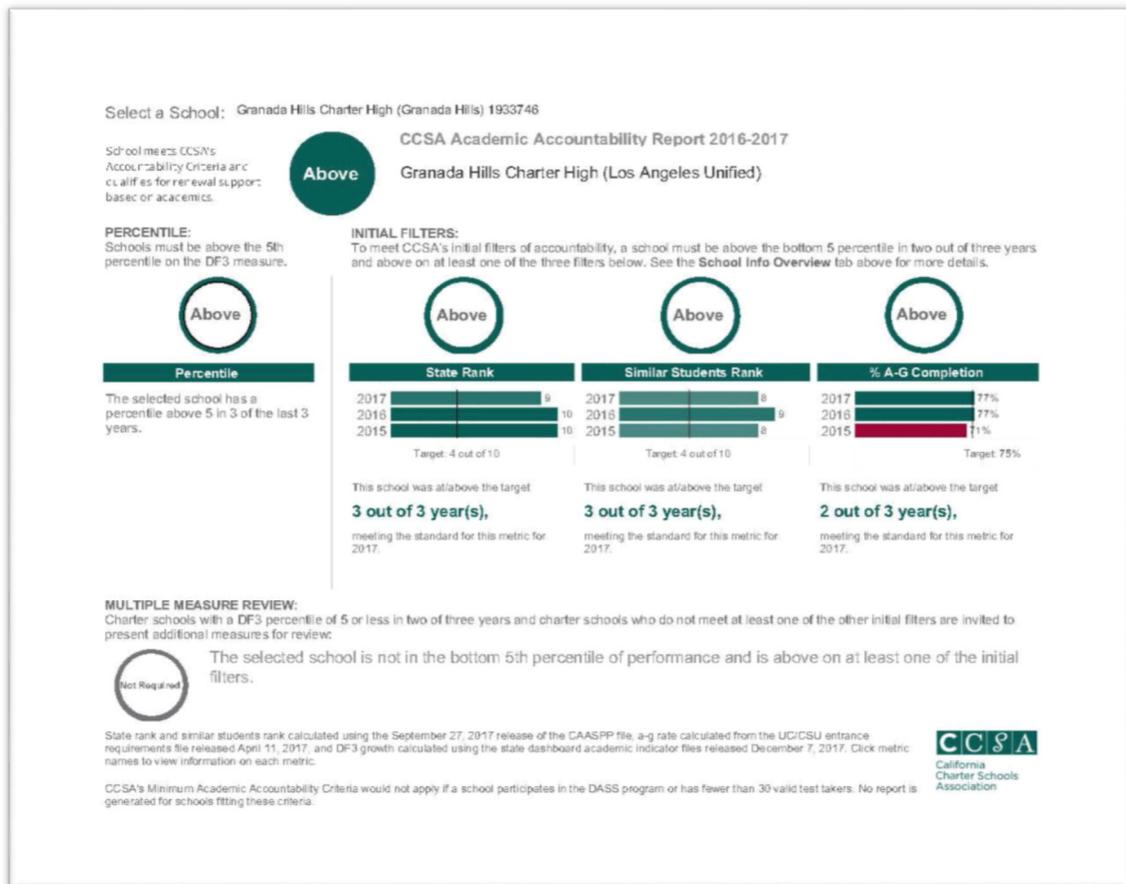
For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a "C" or better in 2 of the past 3 years.

Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in 2 of the past 3 years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA's public advocacy support for renewal.

Additional information about CCSA’s accountability framework:

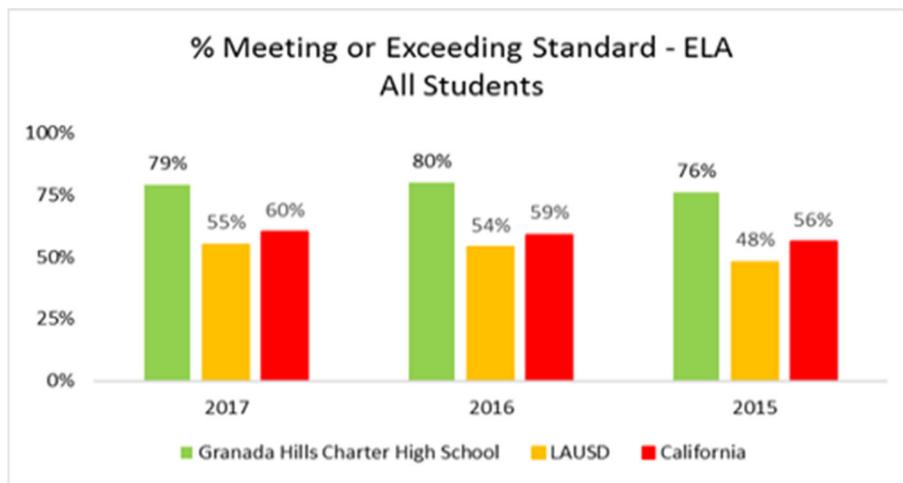
- Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The first percentile is equivalent to the lowest 1% of schools statewide, while the first decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.
- CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.



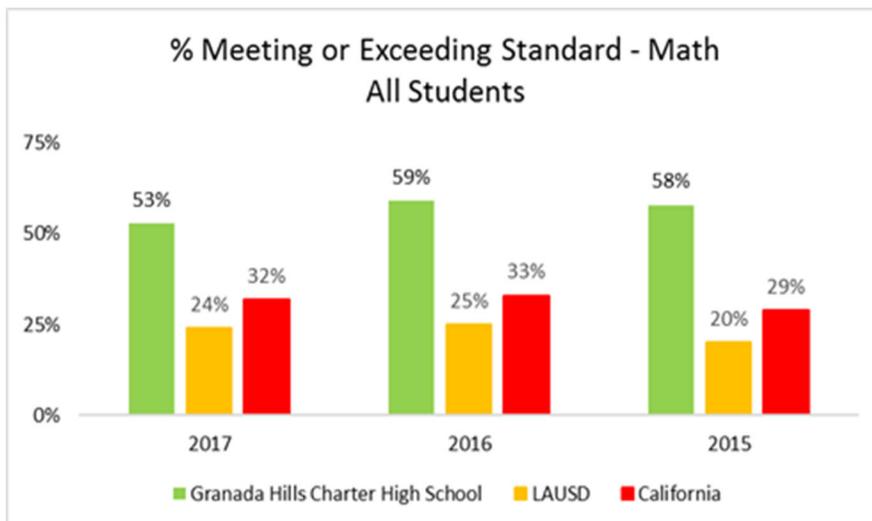
Performance on CAASPP - Smarter Balanced Test Scores

Since the implementation of the California Assessment of Student Performance and Progress in 2015, GHC grade 11 students have performed within the top 10 percent of all California high schools on both the English Language Arts and Mathematics assessments. The table below compares GHC grade 11 students to grade 11 students in LAUSD and across California (CDE, DRO).

English Language Arts	2017	2016	2015	3 Yr Change
Granada Hills Charter High School	79%	80%	76%	3%
LAUSD	55%	54%	48%	7%
California	60%	59%	56%	4%



Mathematics	2017	2016	2015	Change
Granada Hills Charter High School	53%	59%	58%	-5%
LAUSD	24%	25%	20%	4%
California	32%	33%	29%	3%



Comparison to Neighboring and Comparable Schools

Granada Hills Charter has consistently outperformed neighborhood and comparable high schools in LAUSD (schools listed below data tables). In ELA and Math all student subgroups outperformed student subgroups in these schools with one exception: GHC students with disabilities in 2015-2016 trailed by four (4) percentage points, but increased the following year to outperform by six (6) percentage points. Although GHC scores in math did not grow to the extent of these other schools, the overall scores were significantly higher than the comparison - in many cases more than 100 percent higher than the other schools (CAASPP website).

CAASPP English-Language Arts % Met or Exceeded Standard - Comparison Schools						
Student Subgroup	2014-2015		2015-2016		2016-2017	
	GHCHS	Comparison Schools Average	GHCHS	Comparison Schools Average	GHCHS	Comparison Schools Average
All Students	75%	53%	80%	61%	79%	62%
African American	62%	51%	65%	52%	78%	54%
Hispanic/Latino	68%	46%	77%	56%	76%	57%
Asian	85%	64%	86%	71%	84%	76%
White	78%	58%	79%	65%	77%	72%
English Learners	23%	6%	19%	4%	23%	5%
Students with Disabilities	29%	20%	18%	21%	30%	22%
Low Socioeconomic Status	70%	49%	76%	59%	76%	58%

CAASPP Mathematics % Met or Exceeded Standard - Comparison Schools						
Student Subgroup	2014-2015		2015-2016		2016-2017	
	GHCHS	Comparison Schools Average	GHCHS	Comparison Schools Average	GHCHS	Comparison Schools Average
All Students	58%	22%	59%	28%	53%	28%
African American	33%	17%	35%	23%	42%	19%
Hispanic/Latino	50%	15%	49%	23%	41%	21%
Asian	75%	48%	78%	49%	77%	54%
White	60%	32%	56%	37%	52%	39%
English Learners	10%	5%	14%	5%	10%	5%
Students with Disabilities	15%	6%	10%	6%	8%	3%
Low Socioeconomic Status	53%	18%	54%	27%	47%	24%

Comparison Schools

El Camino Real Charter HS
 James Monroe High School
 Kennedy High School
 Chatsworth Charter High School
 Cleveland High School

Northridge Academy High School
 Reseda High School
 Taft High School
 Valley Academy of Arts and Sciences HS

English Learners – Reclassification Rates

Since our last renewal in 2014, GHC has added an EL coordinator who has dedicated herself to provide additional support for our EL students and monitor their progress regularly. As a result, we have seen a growth in our reclassification rate and will continue to support the students’ socially and academically. For the past three years, the percentage of EL students meeting reclassification criteria has increased from 11 percent to over 15 percent, matching the rate of many of the surrounding and similar schools.

As a result, we have seen a growth in our reclassification rate and will continue to support the students’ socially and academically. For the past three years, the percentage of EL students meeting reclassification criteria has increased from 11 percent to over 15 percent, matching the rate of many of the surrounding and similar schools. The table below is produced by GHC from data available from the CDE Data Reporting Office. This table reflects the corrected reclassification rate for GHC. In January 2018 GHC submitted revised data to CALPADS – 22 of 145 EL students were reclassified instead of 4 of 145 EL students as originally submitted.

Organization	2015-16		2016-17		2017-18	
	Total English Learners (PY)	Reclassified	Total English Learners (PY)	Reclassified	Total English Learners (PY)	Reclassified
Granada Hills Charter	137	15%	145	15%**	171	15%
Birmingham Comm. CHS	412	18%	352	19%	353	13%
Chatsworth Charter High	195	12%	189	16%	210	17%
Cleveland HS	332	15%	360	12%	403	8%
El Camino Real CHS	105	21%	93	16%	91	4%
James Monroe HS	525	15%	508	17%	568	13%
Kennedy High School	179	12%	180	16%	174	12%
Northridge Academy HS	72	33%	54	17%	66	27%
Palisades Charter HS	53	13%	40	23%	33	33%
Reseda HS	293	11%	305	12%	335	8%
Taft HS	161	22%	196	22%	183	18%
Valley Acad. of Arts & Sciences	67	22%	69	23%	66	18%
Los Angeles Unified	164,349	12%	165,453	17%	157,619	20%
State of California	1,392,263	11%	1,373,724	13%	1,332,405	15%

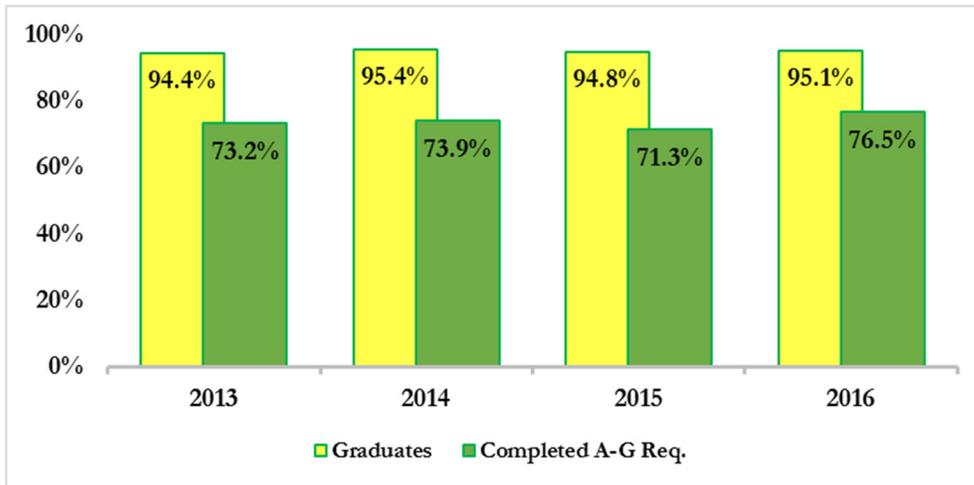
Preparing Students for College and Career

All students - including low achieving, gifted, low socio-economic, English learners, and special education - have an opportunity to select an academic program and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. Because the GHC graduation curriculum requirements mirror the minimum UC/CSU curriculum entrance eligibility requirements, all students who take and pass their A-G course requirements with a “C” grade or better meet the minimum CSU/UC course admission requirements.

Since our last renewal in 2014, the percentage of students who meet all the A-G course requirements has increased from 73 percent to nearly 77 percent, significantly above the LAUSD rate of 55 percent and the state completion rate of 50 percent (Class of 2016, CDE DRO). For the GHC graduating class of 2017, it is estimated that the A-G completion rate will rise to nearly 80 percent (GHC internal enrollment and grade reports). This performance is achieved through intensive monitoring and support both in and outside the classroom. All GHC faculty is informed of the A-G course requirements and provide tutoring and in-class

support for students who need assistance completing courses. At the conclusion of first six-week grading period, the intervention coordinator identifies students who are in danger of not completing an A-G course successfully and helps students develop plans to raise their grades before the end of the transcript reporting periods (18 and 36 week reporting periods).

If a student does not earn an A, B, or C at the end of a semester, the student meets with his/her counselor to identify credit recovery options.



Graduation Rate and A-G Completion

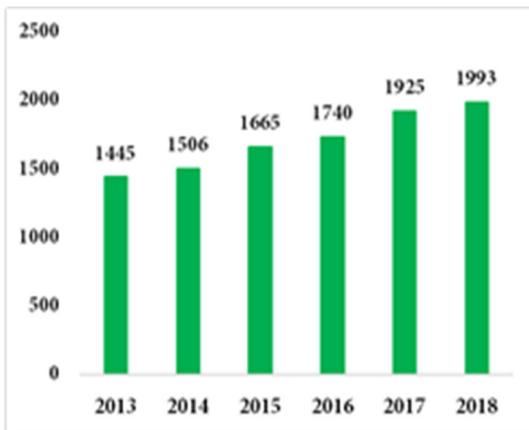
Granada Hills Charter maintains a “college going culture.” It is our goal that our students demonstrate these competencies as evidence of readiness for success in college and careers. Data from of the new CA Dashboard, Priority 7 and 8, the College and Career Indicator, shows that 73.6 percent of the 2016 graduating class is prepared, 16 percent are approaching prepared, and 10.5 percent are not prepared. The 2017 data has not been released. Granada Hills Charter graduates are far more prepared than their peers graduating from neighborhood schools.

Class of 2016
 Priority 7 and 8: College and Career Indicator
 Source <https://www.caschooldashboard.org>

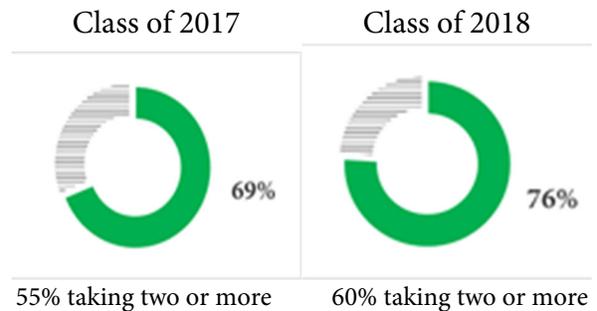
School	Percent Prepared	Percent Approaching Prepared	Percent Not Prepared
Granada Hills Charter HS	73.6	16	10.5
Palisades Charter HS	59.9	16.4	23.6
Cleveland Charter HS	48	24.4	27.5
Taft Charter HS	45.2	28.1	26.7
Kennedy HS	39.6	24	36.4
Chatsworth Charter High School	38.3	37.9	23.8
Valley Academy of Art and Sciences	38	32.8	29.2
Birmingham Charter HS	37.4	35.6	27
James Monroe HS	36.4	31.7	31.9
El Camino Charter HS	35.6	17.6	46.9
Northridge Academy HS	32.9	37.8	39.3
Reseda HS	28.5	25.4	46.2
LAUSD-All schools	40.5	27	32.5

The Charter School has also demonstrated continued growth of AP and IB student enrollment, with 76 percent of the class of 2018 taking at least one AP or IB course during high school, up from 69 percent for the class of 2017, and above the approximate California AP participation rate of 40percent (AP Report to the Nation, 2014). In recent years, GHC has added additional AP and IB courses and class sections, and in the 2017-2018 academic year, nearly 2,000 students are enrolled in at least one AP or IB course (GHC internal enrollment reports). Through targeted outreach and counseling to students with high AP potential, his is an increase of more than 500 students since the previous charter renewal. As evidence of the strong support and guidance provided to students in selected AP courses, the percentage of students earning at least one qualifying score (typically a score of “3” or higher) has continued to surpass the percentages in California and globally.

Students Taking at Least one AP or IB Course

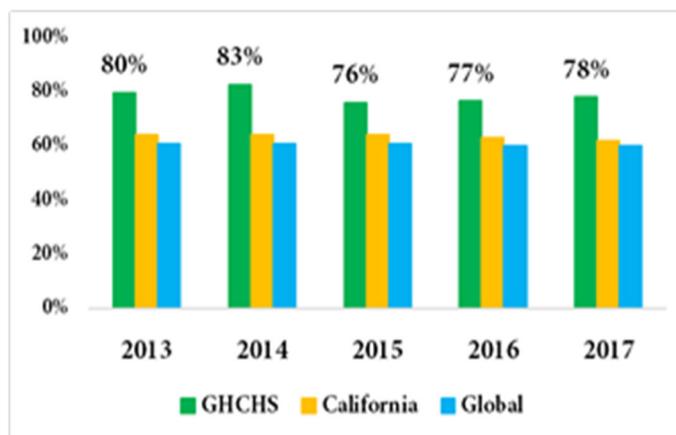


Students Taking at Least one AP or IB Course in 4 years



For comparison, California AP participation rate is approx. 40% (2013)

Students Earning a Qualifying Score on an Advanced Placement Test (College Board)



Granada Hills Charter Grades 9-12 Assessment Program

In addition to the state mandated assessments in the California Assessment of Student Progress and Performance (CAASPP) and exams that students opt to take as part of their college preparation (AP, SAT, IB, etc.), Granada Hills Charter's high school program has developed an assessment program that balances externally and internally developed assessments. These assessments provide teachers and students with data and feedback that guides instruction, enables the instructional teams to evaluate curriculum, academic resources, and the instructional program, and provides measures of accountability to the larger GHC community. Results of all assessments are emailed to students and their families and are also made available through the parent portal.

Granada Hills Charter TK-8 program will use a combination of teacher-created performance assessments and publisher-provided assessments in order to provide regular and ongoing feedback to students and parents. Teachers will also administer the Smarter Balanced Interim Assessments in Math and Literacy to provide formative data to drive instruction. Score Reports from the Smarter Balanced Summative Assessment will be shared with families via mail and also be made available through the parent portal.

Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)

Granada Hills Charter administers the NWEA MAP five times to all students in grades nine and ten beginning with the Summer Transition Academy, and each year in February and towards the end of April. This is a computer adaptive test that adjusts the difficulty of each question based on a student's responses. The Rasch Unit (RIT) score is a grade independent scale score that can be compared across grades, schools, etc. For the 2016-2017 academic year, the national median RIT score was 220 for reading and 232 for math. The test covers standards from grade six and is aligned to the Common Core State Standards. Results from this assessment are used for placement in math classes (pursuant to the board adopted mathematics placement policy) and to guide the development of the grade nine English courses.

Granada Hills Charter uses the following scale to determine student achievement level:

Achievement Level	Mathematics	Reading
Exceeds Standard	Greater than 242	Greater than 231
Meets Standard	232 – 242	222 - 231
Approaching Standard	222 – 231	211 – 221
Does Not Meet Standard	Less than 222	Less than 211

2017-2018 NWEA MAP – Grade 10 Performance

Student Group	End of Grade 10 NWEA Math RIT	Average 2 Year Math RIT Growth	Percentage Meeting or Exceeding Standard	End of Grade 10 NWEA Reading RIT	Average 2 Year Reading RIT Growth	Percentage Meeting or Exceeding Standard
All Grade 10 Students	249.2	11.5	83%	231.2	5.0	81%
Hispanic-Latino	242.6	10.9	75%	227.8	4.5	74%
Asian	259.4	12.6	92%	236.1	5.0	91%
White	250.0	11.2	86%	231.4	4.8	83%
Black or African American	240.5	11.8	76%	228.7	4.8	80%
Other	250.1	12.0	85%	233.5	5.9	78%
English Learners	222.9	12.4	26%	209.9	6.9	22%
LCFF Unduplicated	244.5	11.2	76%	228.0	5.2	75%
Students with Disabilities	222.8	13.1	30%	213.0	6.7	31%

Students in all subgroups except for English Learners and Students with Disabilities significantly outperformed the national median scores in mathematics and reading for students in grade 10. However, significant growth is exhibited for all student groups when comparing the scores over a two-year time period – from the time students complete the assessments in Summer Transition Academy to April of grade 10.

Preliminary Scholastic Aptitude Test (PSAT)

Granada Hills Charter administers the PSAT to all students in grades nine through eleven. Students in grade nine complete the PSAT 8/9, a modified version of the PSAT that uses fewer questions to assess the same skills and knowledge as the full PSAT. Students in grade ten and eleven complete the full PSAT. Data from this assessment is used to modify course curriculum, classroom instruction, and helps identify students who may be ready for advanced placements courses. Students in grade eleven also participate in the National Merit Scholarship competition. The score in parentheses indicates the college readiness benchmark determined by the College Board.

Fall 2017

Student Group	# Students	Grade 9 (860)		Grade 10 (910)		Grade 11 (970)		Total	
		2017 Total	vs. 2016	2017 Total	vs. 2016	2017 Total	vs. 2016	2017 Total	vs. 2016
All Students	3,511	937	-1	980	-4	1041	-16	984	-6
Hispanic/Latino	1,401	878	-9	922	-13	979	-17	924	-11
Asian	993	1006	-14	1071	19	1126	-22	1068	-3
White	871	949	-1	991	0	1038	-17	989	-11
Black or African American	147	925	62	911	-37	984	-25	937	12
Other/declined to answer	99	983	12	1008	61	1042	-35	1011	25
English Learners	100	741	-26	796	35	778	5	773	2
LCCFF Unduplicated	1,686	888	-12	946	2	999	-29	944	-12
Students with Disabilities	376	794	32	818	34	850	-7	823	19

Analysis:

The October 2017 PSAT is the third year that the redesigned PSAT was offered. 98 percent of all students in grades 9-11 completed the PSAT. All student groups except English Learners and Students with Disabilities (students with 504 plans and/or IEP) met the college readiness score (indicated in green).

Overall student performance was equivalent to the prior year, with a slight decrease of 6 points – 0.6 percent compared to the prior year. However, grade 11 scores decreased more significantly across all student subgroups, from -0.8 percent for Students with Disabilities to -3.25 percent for Asian students.

A few other notable increases and decreases: grade 9 African Americans increased 62 points (+7 percent), grade 9 and 10 Students with Disabilities increased 32 points and 34 points (+4 percent), grade 10 Other/Declined to Answer increased 61 points (+6 percent), grade 10 African American students declined 37 points (-4 percent) and grade 9 English Learners declined 26 points (-3 percent).

Students received their full score reports in December 2017. During the first two days of the semester, students attended a special homeroom class and linked their College Board account to their Khan Academy account for access to a free customized SAT review program.

SCHOOL CULTURE AND CLIMATE AS SUPPORTED BY THE ATTENDANCE AND INTERVENTION POLICIES

Attendance

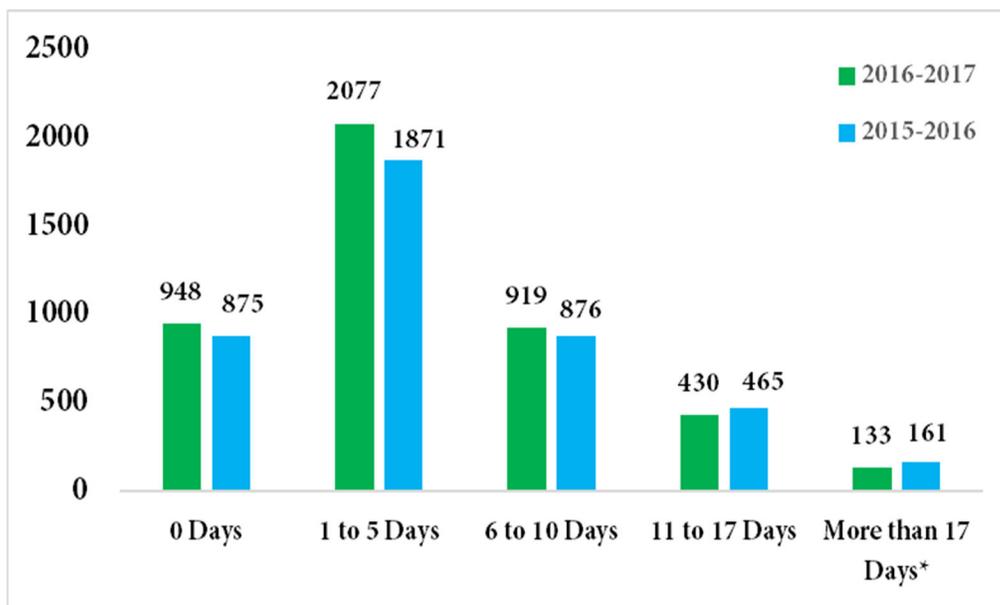
Granada Hills Charter has a culture that is nurturing and fosters good citizenship. We recognize that students need to be present for class to succeed in school. Student absences have a direct impact on performance and grades.

The GHC attendance plan was developed to support student learning by reducing the number of days absent. Students may have as many as 14 absence days per semester, which includes days for illness, non-citation related court dates, or other absences. Students who are absent 15 or more times from a class will receive a failing grade and will be given the opportunity to appeal the absence. The two high school program attendance deans work with students to make every effort to notify parents of troublesome attendance patterns prior to students reaching the maximum number of allowable absences.

Since the last grades 9-12 charter renewal in 2014, student attendance rates have continued to be very high. For the past two years, over 20 percent of continuously enrolled students have had perfect attendance, and nearly 90 percent of students were in attendance 90 percent of the school year (missing less than 17 days). From a revenue perspective, GHC has continued to collect nearly 98 percent of ADA funding.

As part of the new California School Dashboard, California has begun to track the number of students who are absent more than 10 percent of the school year - those who are chronically absent. In the first year of reported data, GHC significantly outperformed neighboring schools, LAUSD, and the state of California, with 1.7 percent of students identified as chronically absent.

STUDENT ATTENDANCE # OF DAYS ABSENT



(Source - GHC internal attendance reports)

Students continuously enrolled 180 days per school year – 4,512

*2.9% Chronic Absenteeism Rate - > 10% of school year

Comparison to Neighboring/Similar Schools (CA School Dashboard – www.caschooldashboard.org)

Organization	Cumulative Enrollment	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged	Students with Disabilities
Granada Hills Charter	4,789	1.7%	2.4%	19.6%	*	2.2%	8.2%
Birmingham Comm. CHS	3,359	14.9%	21.3%	34.6%	25.0%	14.4%	25.8%
Chatsworth Charter High	2,078	12.3%	17.2%	35.3%	26.2%	13.5%	19.4%
Cleveland HS	3,421	9.0%	17.2%	52.0%	27.2%	11.1%	20.4%
El Camino Real CHS	3,763	8.7%	16.7%	*	*	9.8%	12.6%
James Monroe HS	2,575	19.2%	23.8%	38.1%	34.6%	19.9%	27.8%
Kennedy High School	2,271	9.6%	14.5%	31.8%	23.1%	10.2%	16.1%
Northridge Academy HS	1,085	10.4%	17.1%	*	12.5%	10.6%	17.1%
Palisades Charter HS	3,049	8.1%	15.6%	*	*	10.4%	14.4%
Reseda HS	1,734	22.6%	28.5%	45.8%	19.3%	23.2%	34.0%
Taft HS	2,557	9.6%	20.3%	35.3%	25.5%	10.7%	17.6%
Valley Acad. of Arts & Science	1,178	11.5%	25.8%	*	16.7%	13.1%	16.3%
Los Angeles Unified	661,653	11.7%	11.9%	25.6%	23.1%	12.6%	17.8%
State of California	6,405,496	10.8%	11.9%	25.6%	23.1%	12.6%	17.8%

Alternatives to Suspension - Positive Behavior Intervention

Granada Hills Charter is committed to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Support, or MTSS, GHC is able to utilize Positive Behavior Intervention and Support, known as PBIS, strategies to support the behavioral and academic needs of all students.

To encourage students to develop appropriate social skills, have positive interactions with adults and peers, successfully resolve conflicts, and improve their behavior, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies

Granada Hills Charter utilizes a progressive discipline program that is aligned with the District’s Discipline Foundation Policy. The Charter School believes that alternatives to suspension align with our school’s PBIS. All GHC students are expected to behave appropriately and to learn and follow all guidelines and Charter School policies. A Multi-Tiered System of Support is used for students who are exhibiting inappropriate or disruptive behaviors. A three tiered system supports students at various levels of need.

TIER 1: Universal Supports and Strategies

These interventions are designed to teach appropriate behavior so that students may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners. Strategies include:

Grades TK-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> ▪ Break, moving position in class ▪ Call parent or note home ▪ Card Flip ▪ Clear, consistent, and predictable consequences ▪ Acknowledging positive behavior ▪ Assign a buddy or partner ▪ Assign a classroom job ▪ Deep breathing ▪ Draw a picture or write in a journal ▪ Encourage contact with positive peer ▪ Give choices ▪ Have student repeat directions back ▪ Headphones to avoid distractions ▪ Teach conflict resolution skills, coping strategies, organization, positive relationships ▪ Teach relaxation techniques ▪ Teach social skills 	<ul style="list-style-type: none"> • Seat student near teacher • Seat near positive role model • Avoid distracting stimuli (high traffic areas, windows, etc.) • Simplify directions or assignments • Provide learning/studying strategies, • Provide visual aides • Teaching through multi-sensory modes • Use verbal and nonverbal cues • Extra awards privileges/loss of awards privileges 	<ul style="list-style-type: none"> • Proactive Classroom Management • Regular/Preemptive communication with families • Classroom Incentives • Seating accommodations • Conferencing with Student(s) and Parents • Verbal correction and redirection • Daily progress sheet • Loss of Classroom Privileges • Written and/or verbal reflection

TIER 2: Selected, More Intensive Supports and Strategies

These responses engage the student’s support system to ensure successful learning and to alter conditions that are inappropriate or disruptive. Strategies include:

Grades TK-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Daily Behavior Form 	<ul style="list-style-type: none"> • Behavioral Contract • Support Groups- Empowerment Group, Social Skills Group, Stress 	<ul style="list-style-type: none"> • Behavioral Contract • Support Groups- Empowerment Group, Social Skills Group, Stress

<ul style="list-style-type: none"> • Individual & Visual Schedules • Mentoring • Non-Verbal Cues & Signals • Organizational Tools • Peer Tutoring • Reward System • Sensory Tools • Social Stories • Teach Conflict Resolution Skills • Teach Coping Skills • Teach Relationship Skills • Teach Relaxation Techniques • Teach Social Skills 	<p>Management, Drug Prevention</p> <ul style="list-style-type: none"> • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team (SST) • Loss of Privileges • Alternative Classroom Setting • Research paper/presentation • Parent Shadow 	<p>Management, Drug Prevention</p> <ul style="list-style-type: none"> • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team (SST) • Loss of Privileges • Alternative Classroom Setting • Extended school day • Community Service • Research paper/presentation • Parent Shadow
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TIER 3: Targeted/Intensive Supports and Strategies

These responses address serious behavior and potential implications for future harm. They promote safety of the Charter School community and should be used in a progressive fashion. Strategies include:

Grades TK-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Behavior Intervention Plan (BIP) • Behavior Meetings • Structured Breaks • Check In Check Out (CICO) • Collaboration With Student’s Physician And/Or Mental Health Provider • Counselor Referral • Daily Behavior Form • Request for alternate educational setting 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter School Social Worker • Self- Management Program • Restricted Access • In-school Reassignment and/or suspension 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter School Social Worker • Self- Management Program • Restricted Access • In-school Reassignment and/or suspension

	<ul style="list-style-type: none"> • Short-term out-of-school suspension • Extended out-of-school suspension • Request for alternate educational setting • Recommendation for Expulsion 	<ul style="list-style-type: none"> • Short-term out-of-school suspension • Extended out-of-school suspension • Request for alternate educational setting • Recommendation for Expulsion
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Granada Hills Charter offers a wide variety of school clubs and an after school program of intervention and enrichment classes and support. Policies and practices are communicated at various parent meetings, in print, and at the Governing Board and Standing Committee meetings. In addition to our ad hoc committee for PBIS, all staff are included Professional Development in restorative practices, alternatives to suspension, trauma informed teaching strategies, and positive behavior supports. Granada Hills Charter is committed to a positive and safe campus and will continue with staff trainings and data collection.

INNOVATIVE FEATURES OF THE GHC 9-12 EDUCATIONAL PROGRAM

In keeping with the innovative spirit of the Charter School, in the last five years, GHC 9-12 has continued to provide new opportunities for students. The iGranada Digital Arts and Sciences program, the IB and the AP programs, the 1:1 Chromebook program and the redesign of the summer orientation for freshmen program - Summer Transition Academy - are hallmarks of a comprehensive high school that provides and supports quality public education. Our co-teaching and iGranada programs have won us the gold ribbon awards and our intervention program is staffed with an intervention coordinator who provides academic support system with wrap around services for all struggling students.

These innovative features contribute to and support the success of GHC students as indicated by the school’s graduation rates, standardized test scores, continuing enrollment, college acceptance and persistence rates, and performance on accountability metrics, including the College and Career Indicator.

iGranada Campus Expansion

In March, 2013 GHC purchased a second school site location on Devonshire Street. The site was purchased to address space concerns on the Zelzah campus and to expand student access to exceptional academic programs. The site currently houses the iGranada Digital Arts & Sciences academic program. The iGranada Digital Arts & Sciences is a blended learning program that incorporates both online and face-to-face instruction designed for students interested in careers in digital arts and media while accessing the comprehensive high school experience. Course sequences include coding, app building, website design, video editing, and project management. Students have access to the same tools as multimedia professionals in a collaborative working environment and can earn certification in HTML, Adobe, and Java. All iGranada

coursework meets the UC/CSU eligibility requirements, and is approved by the NCAA, one of the only schools in southern California to have secured this rigorous and selective certification.

The iGranada independent study opportunity will be available for all students who demonstrate a need for flexibility with their educational program. The platform combines face-to-face requirements with the implementation of online curriculum. Students have access to both intervention and accelerated curriculum and guidance through the entire instructional day.

One-to-One Chromebook Program

Beginning in the summer session of 2015, with a full rollout during the 2015 fall semester, all 4,600 enrolled students in grades 9-12 received a Chromebook laptop computer. By placing the instructional technology device into the hands of every high school student, GHC demonstrated a commitment that all students would be able to experience more individualized instruction, increased collaboration inside the classroom while gaining immediate access to online research, and stronger preparation for college, career, and life experiences. In the spring of 2015, LAUSD upgraded the wireless capabilities of GHC using voter approved LAUSD school bond funds. The campus Wi-Fi project provided the necessary infrastructure to support individual computers for all students. With the addition of grades TK-8, GHC will offer age and developmentally appropriate technology to all students. For more information, see section on Integration and Use of Technology.

Teachers in all content areas utilize Chromebooks in their classrooms to accommodate every student's pace of learning and to implement a variety of engaging instructional strategies. Granada Hills Charter does not require parents to pay a fee for the computer and the Charter School also provides a free protective case so students can take Chromebooks home. The Charter School negotiated the purchase of the computers from Hewlett Packard and offers an optional insurance policy of \$20 per year. The total cost, per student, including hardware, software licenses, and security and filtering subscriptions is less than \$80 per year. The on-campus Hewlett Packard Certified technical team provides instant support, maintenance, and repair to all devices, saving additional expenses.

International Baccalaureate and AP Capstone Program Growth

The Charter School has continued to support and develop the IB Diploma Program which is a rigorous, pre-university course of study which leads to externally assessed examinations, an independently designed research project, and substantial community service. IB is a two-year course of study for 11th and 12th grade students. IB students take 6 two-year courses (one from each of six subject categories) and a two-year Theory of Knowledge (TOK) course which examines the connections between all of the classes. Each of these two-year courses provide greater depth than traditional non-IB courses. After completing the diploma program, GHC students become community leaders. Because IB students engage in rigorous research and are assessed against international standards, they are able to adapt to the rigors of college academics.

In 2015 GHC began offering the AP Capstone Program as another curriculum path for students. AP Capstone is a flexible, rigorous two-year program for grades 11-12 designed to help students develop the research, critical thinking, and communication skills they will need in order to be successful in college and in other professional environments. The program is composed of two separate components, the Seminar Course and the Research Course. An array of instructional methods such as lecture, class discussion/debate, research assessment, and student-centered assignments are used to prepare students. Students work

independently and in groups to develop critical thinking and foster creativity. By earning scores of three or higher on both Capstone courses, and scores of three or higher on four other AP courses during their high school career, students are able to earn the AP Capstone Diploma.

Expanded Course Offerings and AP/IB Participation

Granada Hills Charter has continued to expand the number of course offerings for students. The Charter School now offers over 225 unique courses to increase student flexibility in choosing curriculum pathways. The Charter School has also shown a consistent increase in AP class participation with growth each year since 2013 in the number of students taking at least one AP or IB course. Expanded course offerings and increased participation in rigorous courses demonstrate the Charter School's commitment to preparing students for college and career options after high school, along with ensuring that all students have access to the highest level curriculum.

Revised Summer Transition Academy (STA) Curriculum

The GHC Summer Transition Academy has continued to evolve to meet the needs of incoming students. The curriculum is further updated to adapt to student needs and ensure that all incoming 9th graders are fully supported and prepared for their high school experience. During the program students attend two-hour block English and Mathematics classes with a focus on organizational skills, grade level reading, writing, critical thinking, and math computational and conceptual skills. Students also complete several diagnostic assessments during STA, including the Northwest Evaluation Association Measure of Academic Progress online assessments in Mathematics and Reading. Diagnostic data and other factors such as previous course grades, test scores, and teacher recommendations ensure proper placement in Mathematics and English courses for 9th grade. STA has been solidified as a three-week program and now also offers additional information about college and career planning as academic counselors visit and speak to individual classes about high school pathways, credits, and graduation requirements. The STA program continues to distinguish GHC as a high school in which 9th graders on the first day of school are already well accustomed to school geography, culture, and procedures so that they may focus on their classes and learning.

Special Education Co-Teaching Community of Practice

Granada Hills Charter has implemented a research driven, co-teaching community of practice in select math, science, and social sciences classes. The co-teaching program utilizes the Co-Teaching Solutions System (CTSS) which is an online data management system that includes a protocol called CTIME which enables teams to support and give feedback to one another. In each classroom a general education teacher and a special education teacher are partnered to provide students with different perspectives and support in the classroom. All teachers have undergone comprehensive professional development and support to develop core co-teaching competencies. During the 2016-2017 school year GHC received a California Department of Education Gold Ribbon Award for this special education co-teaching model.

Expanded Coordinator Positions

The Charter School has created three coordinator positions in response to analysis of student achievement data. The Charter School's intervention coordinator facilitates the three-tiered intervention program that supports all students, but has been especially focused on implementing programs and interventions to

support low-performing and struggling students. The English Learner coordinator provides a number of supports for English Learners, community outreach for families of students who are English Learners, and supports English Learners in the process of seeking out tutoring and support services offered at GHC. The intervention and EL coordinator work collaboratively to improve student performance. Finally, the Director of Communications and Development has increased links to local businesses and community groups that allow more students to access internships and meet the goal of career readiness.

AREAS OF GROWTH

All departments have made strides in creating, aligning, and delivering common benchmark assessments and continue to solidify grading practices through the principles of Standards Based Grading. The math department continues to refine benchmarks that support the Common Core Standards. The English department has created a vertically aligned internal assessment plan for each grade level in which assessments support the Common Core Standards as well. The science department has shifted to full implementation of the Next Generation Science Standards and has begun to pilot common assessments that address crosscutting concepts within the NGSS framework. Social Sciences and World Languages have continued to refine common assessments to align skill development, instruction, and assessment of student skills in each content area. All departments utilize online platforms, including School City, Hapara, and Socrative to assess student performance on common benchmarks.

Departments will continue to

- Refine practices of standards based grading
- Work on differentiating instruction and assessments to meet student needs
- Strengthen department structures that allow for sharing best practices through peer observations and more formalized instructional rounds
- Provide all Charter School teaching staff opportunities to participate in professional development that focuses on SDAIE strategies and designated and integrated instruction for EL students, differentiated instruction, successful implementation of accommodations, integration of instructional technology, and the concept of Understanding by Design or backward planning.

DEVELOPMENT OF THE INITIAL EDUCATION PLAN FOR GRADES TK-8 PROGRAM

In order to develop the grades TK-8 educational program, members of the GHC leadership team visited and consulted with TK-8 span schools across the region and the country. In an effort to understand the workings of primary, middle and span schools our leadership team brought valuable insights from different lenses – as faculty and staff, as parents, and as community members. Since the Granada Hills Charter high school program has been an IB world school for over five years with a successful launch of its IB Diploma Program, the team gravitated to a curriculum that will support and prepare our grades TK-8 students in the rigors and interdisciplinary approach of the IB PYP and the IB MYP. The team consulted with IB schools, their administrators and teachers, and the authorizers of the PYP and the MYP in the IBO. The team reviewed performance data of high performing elementary and span schools and studied other aspects of the schools' programs that are predictors of success for incoming high school freshmen. Granada Hills

Charter plans to implement and evolve the grades TK-8 program so students can seamlessly transition to the existing high school and have the option to continue with the diploma program or choose from one of the myriad academic programs at the high school.

Empirical data indicates increased success of students in and from span schools. Additionally, community demand for schools such as Porter Ranch Community School, Sherman Oaks Center for Enriched Studies, and others and communications with parents and school leadership at span schools indicated an interest and strong desire for a continuous academic program.

Initial informational meetings with parents and community members indicated strong desire for a continuous TK-12 program at GHC. Demand is further indicated by attendance and interest in subsequent parent and community meetings. Finally, there are no continuous PYP-MYP-DP programs within LAUSD

Considering that the world we live in, and the requirements necessary to navigate it, far from resemble what we grew up thinking the world would be like, we would like to cite research that leads us to believe that the education of the coming years needs to prepare students not just in technology, but in humanity. According to Zygmunt Bauman, “Every single orientation point that made the world look solid and favoured logic in selecting life strategies: the jobs, the skills, human partnerships, models of propriety, and decorum, visions of health and disease, values thought to be worth pursuing and the proved ways of pursuing them--all these and many more stable orientation points seem to be in flux” (Bauman, 2001). In past decades, there has been a rapid advancement of technology that has, paradoxically, both brought the world closer together and driven us further apart. On the one hand, social media platforms, app development, and other analytic data tools have made it possible to communicate on a global scale. These developments have allowed for the sharing of ideas, the merging of cultures, the immediate access to information, and the creation of more global corporations and economic partnerships. On the other hand, rapid advancement in technology has created individual, personal silos--each with a smartphone, a tablet, a virtual reality headset, or other devices that pulls us in. As a result, our children are growing up with less play time, less of an emphasis on social interactions, and less guidance in resolving disputes.

We believe the Program of Inquiry (POI) guided by teacher leaders and innovators at the grades TK-8 program will help our students acquire critical thinking and communication skills necessary to bridge the use of technology with the necessity for ethical thinking and humanity.

STUDENT POPULATION TO BE SERVED

GHC Grades TK-8 Program

The GHC grades TK-8 program will start with approximately 525 students in 2019-20 on the 17081 Devonshire Ave. campus, a seven acre site about one mile from the Zelzah Ave. campus that GHC purchased in 2014 from the Pinecrest Schools. Since students will be enrolled through an open lottery system, we expect diversity both in student ethnicity and socioeconomic status. The potential parents and community are seeking a school that is well staffed and equipped to address not just the academic but social and emotional needs of their students. Parents view the GHC high school program as a model for wrap

around services that help students develop resilience, grit and the ability to work through personal and academic challenges. The parents and community are also seeking a grades TK-8 school that has a rich, expansive and challenging curriculum that will prepare their students to become valuable and productive members of 21st century community. They believe that a provision for students to learn a second language early in life and acquire skills that address logical sequential thinking are necessary for success when students take on college level courses such as AP and IB in high school. Our intent is to develop our grades TK-8 program into a certified PYP and MYP IB program that provides students with opportunities to take the DP in high school or transition to AP classes in pursuit of the AP Capstone Diploma. The idea of having students ready for the rigors of high school is very appealing to our community and parents.

We will draw students from all areas of the San Fernando Valley. The school choice lottery system will permit families to apply for enrollment and allow the Charter School to draw names for enrollment much like it currently does for the GHC 9-12. Since students will be enrolled through an open lottery system, GHC expects a diverse population of students that mirrors the student population of the existing GHC high school as well as the surrounding elementary and middle schools; we expect diversity both in student ethnicity and socioeconomic status. The tables below gathered from CDE DRO, support our diversity projection:

GHC 9-12	African American	Asian	Filipino	Hispanic or Latino	White	2 or more	ELs	FRL
Granada Hills Charter	3.8%	17.8%	10.1%	39.6%	25.2%	1.2%	3.7%	47.5%

Neighboring San Fernando Valley Elementary Schools

Elementary School	African American	Asian	Filipino	Hispanic or Latino	White	2 or more	ELs	FRL
Balboa Magnet	2%	28.2%	5.1%	21.8%	35.8%	6.5%	0.8%	27.8%
Beckford Charter	3.2%	19.4%	3.4%	29.4%	40%	4.3%	3.4%	24.1%
Andasol Avenue	4.2%	10%	6%	52.3%	24.5%	2.3%	14.1%	65.7%
Darby Avenue Charter	4.7%	9.7%	4.9%	43.6%	31.5%	5.3%	8.8%	44.4%
Dearborn	4.4%	5.1%	4.6%	57.3%	23%	5.3%	14.6%	59.7%
Granada CC	2.7%	6.7%	3.1%	68.1%	16.1%	2.5%	18.3%	74.1%
Porter Ranch CS	3.8%	43%	3.4%	11.8%	33.1%	4.6%	5.3%	10.3%
San Jose Street	1.9%	4.4%	2.8%	81.9%	7.7%	1.2%	12.6%	76.2%

Tulsa Street	3.5%	4.7%	6.6%	60.5%	19.3%	4.7%	16%	71.2%
Castlebay Lane	2.2%	28.3%	3.9%	16.9%	42%	6.7%	7.3%	13.9%
El Oro Way	3.1%	6.4%	3.9%	29%	52.6%	5.1%	10.1%	31.6%
Superior Street	4%	16.2%	4.4%	46.7%	23.8%	4.4%	17.1%	54.2%
Topeka Charter	5.5%	16.9%	6.3%	33.1%	30.9%	6.8%	4.3%	42%

Neighboring San Fernando Valley Middle Schools

Middle School	African American	Asian	Filipino	Hispanic or Latino	White	2 or more	ELs	FRL
Frost Middle	4%	5.6%	4.5%	59.5%	24%	2.1%	2.7%	55%
Patrick Henry MS	4.8%	5%	4.1%	64.6%	18.6%	1.6%	8.8%	70.4%
Ernest Lawrence MS	4.7%	18.9%	4.9%	51.7%	17.6%	1.5%	9.9%	63.6%
Oliver Wendell Holmes MS	3.6%	5.8%	5%	68.8%	14.4%	1.8%	11%	76.3%
George K. Porter MS	2%	8.6%	3.9%	74.5%	8.9%	1.2%	7.4%	75.4%
Francisco Sepulveda MS	3.3%	3.2%	3.5%	85.9%	3%	0.3%	28.2%	87.9%
Alfred Nobel Charter MS	4.4%	14.7%	7.9%	42.4%	26.6%	3.3%	2.3%	50%
Porter Ranch CS	3.8%	43%	3.4%	11.8%	33.1%	4.6%	5.3%	10.3%

The GHC grades TK-8 Program plans to open the 2019-2020 school year with four grade levels--transitional kindergarten, kindergarten, first grade, and sixth grade. During each year of the charter term, we will add additional grade levels until full capacity is reached for the 2023-2024 school year.

Grades TK-8 Enrollment Roll-Out Plan					
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
TK	75	75	75	75	75

K	150	150	150	150	150
1	150	150	150	150	150
2	0	150	150	150	150
3	0	0	150	150	150
4	0	0	0	150	150
5	0	0	0	0	150
6	150	150	150	150	150
7	0	150	150	150	150
8	0	0	150	150	150
Totals	525	825	1125	1275	1425

GHC Grades 9-12 Program

Granada Hills Charter’s high school program is located on the conversion campus at 10535 Zelzah Avenue, a 35-acre site in the city of Granada Hills, a suburb in the northwestern San Fernando Valley area of the City of Los Angeles. High school students may continue to be served on the 17081 Devonshire Ave. campus. The Granada Hills population represents just 50,535 out of the approximately 1.77 million in the San Fernando Valley and almost 4 million Los Angeles residents.

Granada Hills is a largely working class, suburban community with a median 2010 household income of \$82,665 and a median home value of \$605,700 with a house appreciation of 6.0 percent over the past year. 66 percent of the Granada Hills community, zip code 91344, lives in owner-occupied housing units while roughly 33 percent of the community lives in renter-occupied housing units. This is compared to 37 percent owner-occupied housing units for families in the greater Los Angeles area.

The Charter School serves an ethnically, culturally, linguistically and economically diverse population of students. The Charter School values this diversity and aims to foster and support all students through a wide variety of clubs on campus, celebrations of various cultures through morning announcements, and a diverse curriculum offering many courses and pathways to explore one’s own or other cultures and interests.

Granada Hills Charter’s high school program student population is extremely diverse with over 60 nationalities represented and approximately 40 languages other than English spoken at home. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the territorial jurisdiction. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

The 2017-2018 student population consists of 40 percent Hispanic or Latino, 25 percent White, 18 percent Asian, 4 percent African American, 9 percent Filipino, and 4 percent other or multiple ethnicities. Currently, over 2,300 students are eligible for National School Lunch Program (“Free or Reduced Meals”), a marked increase from 36 percent to 49 percent in the last eight years. Additionally, over 53 percent of students are identified as LCFF Unduplicated Students. Approximately 10 percent of the student population has a current Individualized Education Plan (IEP) and qualifies for special education services. Such demographic changes prompted the staff to examine new intervention approaches to address the social and academic needs of all its students.

Five Year Grades 9-12 High School Program Rollout Plan

Grades 9-12 High School Enrollment Roll-Out Plan					
Grade	2019-20	2020-21	2021-22	2022-23	2023-24
9	1375	1375	1375	1375	1375
10	1375	1375	1375	1375	1375
11	1375	1375	1375	1375	1375
12	1375	1375	1375	1375	1375
Totals	5500	5500	5500	5500	5500

Enrollment figures include high school students on the Devonshire (GHC-owned) and Zelzah (LAUSD-owned) campuses and grades TK-8 students on the Devonshire campus. We anticipate that GHC enrollment may increase to 6,925 with approximately 5,500 students in the grades 9-12 high school program (5,000 students on the Zelzah campus and 500 students on the Devonshire campus) and approximately 1,425 in the grades TK-8 program (on the Devonshire campus).

MISSION AND VISION STATEMENTS - Grades TK-12: 14 Years at GHC

Mission and Vision Statements

Granada Hills Charter 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 lifelong learners and productive, responsible citizens in a diverse society.

The school's vision is to ensure that students acquire seminal knowledge and exercise key habits of mind and essential skills leading to graduation and in preparation for college and the 21st century workforce.

Effective School Learning Results (ESLRS)

Every student who graduates from GHC will be:

- **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 for practical and theoretical problems;
- **A Productive Member of Society**, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse global community; and,
- **A Lifelong Learner**, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

In the GHC grades TK-8 program, we will

- Empower students
- Build character
- Shape leaders

We plan to engage and empower global minded students, equipping them with the necessary tools to meet the intellectual, physical, and social challenges of the 21st century. Our mission is to create a space in which students can develop their unique voices *and* in which they can discover who they are and who they want to become. We will accomplish our mission in the following ways:

- **Empowerment:** We will empower young students to engage with complex, authentic problems; we will provide students with an inquiry-based curriculum that is intellectually challenging; we will motivate students to take ownership of their learning through the use of problem- and project-based assessments and the use of experiential- and service-learning experiences; and, we will guide students in their journey to understand how best to acquire ownership of the technology in their lives while at the same time not losing those qualities that allow them to connect, intellectually, physically, and emotionally, to others; we will create assessments that allow students to take intellectual risks.

- **Character:** We will build character by making the teaching and modeling of the IB Learner Profile attributes central to our school's practice; we will teach students about the importance of serving the community and of listening to the needs of people around them; we will model for students how to respect ourselves as individuals, how to respect others, and how to respect the world outside; we will emphasize collaboration and team building through problem solving; we will provide opportunities to practice empathy and compassion; we will utilize reflection as core teaching tool in all our lessons.
- **Leadership:** We will emphasize the leadership skills required for success in the 21st century-- confidence in speaking, cultural competence, adaptability and assertiveness, etc. We will emphasize communication through public speaking; we will require the acquisition of a second language (e.g., Spanish or Mandarin, or both, or other languages as approved by the charter school's governing board) starting in the second grade as per the International Baccalaureate Organization's recommendation; we will create learning experiences in which students have the opportunity to become team leaders and project managers.

This three-tiered mission will be displayed prominently in all classrooms, will be affirmed at the opening of every school meeting, and will be modeled to students and parents by all staff members. As a school, we will ask of ourselves the important, ongoing questions: How is this lesson or practice or decision empowering our students? How will our students develop character from this lesson or practice or decision? How will our students grow as leaders from this lesson or practice or decision?

Vision

The GHC grades TK-8 program is committed to ensuring that all students acquire the necessary skills and knowledge that will allow them to meet the intellectual, physical, and social challenges of the 21st century. Our students will be ready to achieve in the rapidly changing world of tomorrow, as outlined in the following sections of this petition. Upon graduating from 8th grade, our students:

- Will be able to speak confidently to a variety of audiences on a variety of topics,
- Will understand that learning is transdisciplinary and does not occur in silos,
- Will thrive in project-based assessments that require real world problem solving,
- Will graduate with proficiency in a second language (Spanish or Mandarin),
- Will graduate with grade level proficiency in computer science,
- Will graduate having conducted a meaningful, mission-driven community service project,
- Will understand how to adapt and excel in a rapidly changing world,
- Will culminate with a 5th and 8th grade transdisciplinary research project and exhibition

To meet these goals, the program will utilize the proven inquiry-based curriculum and instruction elements of the IB PYP and the IB MYP.

AN EDUCATED PERSON IN THE 21ST CENTURY

A well-educated person in the 21st century is academically prepared, highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/ economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that all human beings are created equal, that intelligence is not fixed, that creative thinking leads to opportunity, and that everyone is capable of using their talents and developing necessary skills.

Upon culmination from the grades TK-8 program, students will have the following attributes: high academic proficiency, communication skills, research skills, technological mastery, interpersonal skills, intrapersonal skills, innovation and creativity, open-mindedness, curiosity, and empathy. These qualities will be acquired through the implementation of the PYP and the MYP curriculum.

Upon graduation from 12th grade, students at Granada Hills Charter High School will have gained demonstrable knowledge in both core and non-core disciplines as defined by California Common Core State Standards; mastered the cognitive and learning skills that will enable them to use learned and explored knowledge in college and other post-secondary settings; internalized values that will enable them to be productive and responsible citizens; and, developed talents and abilities associated with their future goal in accordance with the Expected School-wide Learning Results (ESLRs). A core and interdisciplinary curriculum with a global perspective and integrated technology prepares students for the 21st century.

At GHC, we define 21st century skills as including but not limited to:

- Students as effective communicators and productive members of society
- Team workers who solve problems collaboratively and are able to define self in context with identity and society;
- Demonstrate positive leadership skills;
- Listen attentively and respectfully to others and articulate their own ideas with clarity;
- Adapt their communication style in response to their audience;
- Read, comprehend, evaluate and discuss complex literary and informational texts;
- Write clear and coherent arguments, narratives and explanatory texts using the writing process;
- Think holistically and abstractly in complex systems; and
- Set and achieve goals in a variety of situations
- Students who are service oriented
- Successfully complete the service requirements of all culminating projects;
- Actively participate in school and society;
- Seek input and give feedback;
- Apply skills learned in micro and macro situations;
- Have knowledge of more than one language to communicate effectively; and

- Develop international mindedness.
- Students who embrace technological literacy
- Stay current on changing technologies and be proactive;
- Evaluate academic and personal growth by creating digital portfolios;
- Analyze and interpret the reliability of information and master research skills; and
- Utilize current technology in effective and meaningful ways
- Students who demonstrate good citizenship
- Demonstrate academic and social skills appropriate for an ever changing, globally interconnected, multicultural, and multiethnic world;
- Be mindful of interactions, social behavior, choices and responsibilities;
- Make ethical choices; and
- Share and appreciate knowledge and resources.

How Learning Best Occurs

The integration of the core academic subjects – English Language Arts, Mathematics, Social Sciences and Science, and the electives in Visual Performing Arts, Languages and Career Technical Education are necessary for interdisciplinary learning and understanding real life applications. Instruction at the TK-8 program will also reflect an interdisciplinary approach. The Common Core State Standards at each grade level will be systematically addressed through the integration of standards-based activities into the IB Programs of Inquiry. Granada Hills Charter believes and practices that learning occurs best when content is not taught in silos and when:

- There are clear and consistent high expectations for 100 percent success for all students, documentation of measurable student outcomes, and provisions for a safe nurturing and rigorous school environment where students are actively engaged in their education
- TK-8 students have regular, ongoing instruction in the CCSS from highly qualified teachers and instructional aides.
- Learning is supported by daily opportunities for personalized instruction through flexible small groupings and web-based applications and resources.
- 100 percent college readiness as a goal for all students
- Focus on developing proficiency in interpersonal skills, research skills, communication skills and critical thinking, and high level proficiency in core content standards and interdisciplinary thinking.
- Each classroom in the Charter School creates an impetus for learning through an inquiry-based design helping students learn how to learn and to adapt to diverse learning styles.
- Learning is personalized to students' needs in a setting where students and teachers work together.
- Individualized Education Program (IEPs) are created for students who need additional learning time to accelerate or to enrich their learning and when assessment of what is taught and learned is ongoing and measurable so as to inform students, teachers, and parents about student progress.
- Risk taking, program analysis and self-reflection is the norm.
- Data is used to make decisions that guide the instructional and social programs.

- A Charter School serves as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a personalized environment where staff and students know and respect each other's similarities and differences.
- The instructional delivery and methodology guides students to real-life relevance of the material with strategies that provide opportunities for project-based learning.
- Curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world.
- Students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and service learning.
- Guidance and support are provided for all students through well qualified inspiring teachers, exemplary leadership, and through parents as partners in their children's education.
- The Charter School engages parents by reaching out to them and empowering them with information to support their children's learning.

Granada Hills Charter is a student-centered school that provides a cordial and collegial environment of respect and a challenging, college/career-ready education. The Charter School celebrates the cultural heritage of the students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus. The rule of respect for all is modeled through positive daily interactions. To continue a climate of academic and personal success, teachers, students and parents expect:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to learn, understand and apply knowledge.
- Recognition that all students can acquire the necessary skills to be self-motivated, competent, lifelong learners and to be ready for college.
- Goodwill and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.
- Clear markers that measure growth and progress

Clearly stated goals, procedures and policies to parents, students and staff are outlined in the Parent-Student Handbook, Course Catalog and Staff Handbook. All incoming grade 9 students are required to attend the Summer Transition Academy (STA), a program designed to orient incoming high school students to the culture and climate of the Charter School, be present at the college and career readiness assemblies, receive diagnostic assessment for proper placement and be introduced to a common language of reading, writing, technology and math instruction. A culture of collaboration, teamwork and success is built through daily and weekly teacher meetings, regularly scheduled teacher leadership meetings, school sponsored clubs, community sponsorships, athletics, student activities, and mutually respectful interactions.

Goals

Preparation and planning is essential to the success of our TK-12 Charter School. For our grades TK-8 program, we have reviewed performance of the neighboring span schools and created a model for our Charter School to address the requirements of Education Code 47605(b)(5)(A)(ii).

GHC GRADES TK-8 PROGRAM LCFF GOALS

LCFF STATE PRIORITIES

GOAL #1

Conditions of Learning and Pupil Outcomes

Related State Priorities:

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 2 5 8
 3 6

Local Priorities:

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All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching thus ensuring Highly Qualified Teacher status.

All teachers will participate in Level 1 and Level 2 professional development which focuses on unit development and program inquiry designed to meet the needs of all students at various levels of entry into the curriculum. Additionally, all teachers will engage in training around language acquisition.

Provide designated ELD instruction for students who are learning English with specific support staff trained in differentiation.

Specific Annual Actions to Achieve Goal

- All teachers will hold the appropriate credential to teach in the program.
- All teachers will participate in language acquisition and differentiation professional development as well as specifically designed curriculum and instructional implementation for the Primary Years Programme and Middle Years Programme

Expected Annual Measurable Outcomes

Outcome #1: All teachers will hold appropriate credentials to teach in the program.

Metric/Method for Measuring: Percentage of teachers with appropriate credentials.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	100% Compliance					

Outcome #2: All teachers will participate in Level 1 and Level 2 Professional Development for PYP and MYP

Metric/Method for Measuring: Percentage of teachers with completed training.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	100% Compliance					

Outcome #3: English Learners will attain English language proficiency as measured on the ELPAC.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on the ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
English Learners	ELPAC 2019-2020 Baseline Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	11% increase above baseline

LCFF STATE PRIORITIES

GOAL #2

Implementation of State Standards, Course Access and Pupil Achievement & Outcomes

Students, including all significant student subgroups (African American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to a CCSS and aligned IB curriculum with a defined focus on community service, language acquisition, computer science and public speaking.

All students will have access to standards aligned instructional materials and a broad course of study, which will prepare them for on-track academic success throughout the Primary Years Programme and Middle Years Programme.

All students will have access to ELA and Math support and intervention and increased access to technology.

Related State Priorities:

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

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

- Utilize external assessments aligned with the CCSS, NGSS to identify areas of need and target areas for intervention (Dibels, NWEA)
- Ensure internal and external assessments for PYP and MYP align to CCSS, NGSS and the Depth of Knowledge levels on the CAASPP.
- Utilize articulated internal benchmarks for curriculum and instruction reflection and refinement, which focuses around the identified pillars and opportunities for intervention in English and math.
- Ensure all students have appropriate access to technology.

Expected Annual Measurable Outcomes

Outcome #1: The school’s curriculum is fully aligned to CCSS, NGSS and IB (PYP – MYP)

Metric/Method for Measuring: Review of Adopted Curriculum, Unit Plans, Internal Assessments, Performance Benchmarks and Complete TK-8 alignment.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	Approx. 85% Aligned	100% of curriculum aligned				

Outcome #2: An increasing % of students will demonstrate grade level appropriate language acquisition proficiency as measured by end-of-year internal benchmarks.

Metric/Method for Measuring: End-of-year internal benchmarks

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	TBD by entering student fall diagnostic	1% increase above baseline	3% increase above baseline	5% increase above baseline	7% increase above baseline	8% increase above baseline

Outcome #3: The one-to-one device ratio (chromebooks) in grades 3-8 with appropriate grade-level access for TK-2. Technology will enhance the instructional program offering flexibility in student grouping, access to content, 21st century skill development, collaboration and research.

Metric/Method for Measuring: Annual inventory of devices as well as a system of implementation for in-house repairs and loaner devices

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5:1 student to device ratio in TK-2 1:1 in 3-8	5:1 student to device ratio in TK-2 1:1 in 3-8	5:1 student to device ratio in TK-2 1:1 in 3-8	5:1 student to device ratio in TK-2 1:1 in 3-8	5:1 student to device ratio in TK-2 1:1 in 3-8	5:1 student to device ratio in TK-3 1:1 in 3-8

Outcome #4: All students will receive 5 hours of weekly instruction for language acquisition in their identified second language of choice.

Metric/Method for Measuring: Review of student schedules as well as bell schedule

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5 Hours	=5 hours				

LCFF STATE PRIORITIES

GOAL #3

Parental Involvement

Increase parent involvement through translated communications, parent training workshops, school site participation through committees and community partnerships focusing on the identified pillars.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Schedule guests and topics for math and writing intervention, after school enrichment and tutoring opportunities, survey parent community for relevant and needed topics.
- Provide a variety of times and types of opportunities for parents to volunteer, participate in school based decisions, and engage in trainings.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of parents attending workshops and seminars as well as increase parent engagement through annual survey responses.

Metric/Method for Measuring: Percentage of parents participating in workshops, seminars and surveys.

APPLICABLE GROUP	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Parents/Guardians	TBD by initial fall 2019 attendance workshops/seminars and annual survey	1% increase	2% Increase	3% Increase	4% Increase	5% Increase

LCFF STATE PRIORITIES

GOAL #4

Pupil Engagement and School Climate

Provide students with meaningful and relevant opportunities to engage with the community, create partnerships, as well as apply skills through the exploration and examination of a compassionate curriculum and an inclusive instructional practice.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Students will participate in a school climate valuing creativity, integrity and resilience.
- All stakeholders will create a school climate where students feel safe and supported.
- Professional development around differentiation, intervention strategies, behavior management, accommodations and supports

Expected Annual Measurable Outcomes

Outcome #1: The School will maintain a low suspension rate

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	Data will be collected in 2019-20	1% or less				

Outcome #2: The school will annually increase the number of students meeting or exceeding the standards in ELA as measured on the CAASPP.

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	Data will be collected CAASPP 2019-20	1% increase above baseline	3% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline

Outcome #3: The school will annually increase the number of students meeting or exceeding the standards in Math as measured on the CAASPP.

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	Data will be collected CAASPP 2019-20	1% increase above baseline	3% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline

Outcome #4: Decrease the percentage of students who are tardy, truant or absent.

Metric/Method for Measuring: Percentage of students who have tardies, truancies, and absences on PowerSchool attendance report

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	Data will be collected in 2019-2020	1% below baseline	3% below baseline	4% below baseline	6% below baseline	8% below baseline

GHC GRADES 9-12 PROGRAM LCFF GOALS

LCFF STATE PRIORITIES						
GOAL #1						
<p style="color: blue; text-align: center;">Conditions of Learning & Planned Improvement in Student Performance – Focus on Professional Development around Differentiation and Standards-Based Grading</p> <p>All students will meet or exceed target for growth and level on Statewide assessments in English language Arts/Literacy and Mathematics. All student subgroups will have access to academic and educational programs as outlined in the school charter. All students will have access to ELA and Math support and intervention.</p>	<p style="text-align: center;">Related State Priorities:</p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6			<p style="text-align: center;">Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> School will fully implement state-adopted ELA and Math academic content and performance standards for all subgroups. School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state and provide focused professional development around differentiation. Teachers will participate in annual professional development on the implementation of the Common Core State Standards and Standards-Based Grading. All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards. All teachers will hold the appropriate credential to teach in the program. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: All teachers will hold appropriate credentials to teach in the program.</p> <p>Metric/Method for Measuring: Percentage of teachers with appropriate credentials.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance	100% Compliance 3%
<p>Outcome #2: All students will continue to perform within the top 10% of the state in ELA.</p> <p>Metric/Method for Measuring: CA Decile Ranking - SBAC</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024

All Students	CA Decile Ranking-SBAC 2017-18	Top 10% of CA High Schools				
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Outcome #3: All Students will continue to perform within the top 10% of the state in Math.

Metric/Method for Measuring: CA Decile Ranking - SBAC

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	CA Decile Ranking-SBAC 2017-18	Top 10% of CA High Schools				

Outcome #4: All teachers will participate in Differentiation and Standards-Based Grading Professional Development and department observations

Metric/Method for Measuring: Percentage of teachers with completed training and observations.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	100% Compliance					

LCFF STATE PRIORITIES

GOAL #2

<p style="text-align: center; color: blue;">Pupil Achievement, Outcomes & Engagement</p> <p>Focus on ELA and Math intervention throughout the traditional academic calendar year, Summer School, and summer Transition Academy Diagnostic and Student Engagement while providing meaningful and relevant opportunities for students to engage in their academic community.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
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Specific Annual Actions to Achieve Goal

- **Summer Bridge** – Incoming new students will participate in Summer Transition Academy for enrichment, intervention, assessment and identification of skill levels.
- **ELA Intervention** – Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year to insure successful achievement and access to advanced placement coursework as available.
- **The Writing Center** will provide one-to-one intervention during the instructional day and after school throughout the academic year for identified struggling students.
- **Math Intervention** – Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.

- **The Math Center** will provide one-to-one intervention during the instructional day and after school throughout the academic year for identified struggling students.
- **Summer School Remedial or “Catch-Up” Courses** – Students who earned a D or F in their a-g required coursework will have access to recover their credits through a six week summer session in order to successfully complete.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of all students accessing summer school remedial a-g required courses will improve their grade from the previous term and successfully complete their course.

Metric/Method for Measuring: Final grades in summer school.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	95% 2016-17	1% increase from baseline	1≥% Increase from baseline	2% increase from baseline	2≥%increase from baseline	3% increase from baseline

Outcome #2: Suspension Rate for EL, Foster Youth, African American, Socioeconomically Disadvantaged/Low Income Students and Students with Disabilities will decrease.

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	0.3% 2016-17	≤% decrease from baseline				
African-American	1.6% 2016-17	0.3% decrease from baseline	0.5% decrease from baseline	0.7% decrease from baseline	0.9% decrease from baseline	1% decrease from baseline
Socioeconomically/Lo w Disadvantaged	0.4% 2016-17	≤% decrease from baseline				
EL	1.2% 2016-17	0.3% decrease from baseline	0.5% decrease from baseline	0.7% decrease from baseline	0.9% decrease from baseline	1% decrease from baseline
Students with Disabilities	1.4% 2016-17	0.3% decrease from baseline	0.5% decrease from baseline	0.7% decrease from baseline	0.9% decrease from baseline	1% decrease from baseline
Foster Youth	9.8% 2016-17	0.5% decrease from baseline	1.0% decrease from baseline	1.5% decrease from baseline	2% decrease from baseline	2.5% decrease from baseline

Outcome #3: 75% of all identified students receiving Math/ELA Intervention will demonstrate growth in ELA/Math by R6.

Metric/Method for Measuring: Final Report Card

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	2019 Fall R1 Progress Grades in	1% Increase from baseline	2% Increase from baseline	3% Increased from Baseline	4% Increase from baseline	5% Increase from Baseline

	English and Math for targeted intervention					
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Outcome #6: Reclassification rates of EL students will increase

Metric/Method for Measuring: ELPAC/NWEA/Final Grades/Parent Input

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
EL Students	Reclassification Rate -15% 2017-18	1% increase from baseline	1≥% Increase from baseline	2% increase from baseline	2≥%increase from baseline	3% increase from baseline

LCFF STATE PRIORITIES

GOAL #3

<p style="text-align: center; color: blue; font-weight: bold;">Parental Engagement & Course Access</p> <p>Increase parent involvement through translated communications, parent training workshops, informational sessions around academic/course opportunities and college and career awareness, school site participation through committees and community partnerships. Increased access to Career Technical Education (CTE) Pathways and Advanced Placement (AP) courses at the beginning of academic career at GHC.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
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Specific Annual Actions to Achieve Goal

- Intervention Coordinator identifies topics for math and writing intervention support at home and at school for parents and guardians.
- Parent Workshops around social emotional support as well as academic support are offered throughout the academic year.
- Identified and articulated after school enrichment and tutoring opportunities as well as survey parent community for relevant and needed topics to add throughout the academic year.
- Provide a variety of times and types of opportunities for parents to volunteer, participate in school based decisions, and engage in trainings.
- College and Career workshops for parents as well as students beginning in ninth grade with clear and transparent articulated goals at each grade level.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students accessing 1 AP or IB course within 4 years will increase.

Metric/Method for Measuring: Master Schedule (monitor enrollment of students in courses for identified outcome #1)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	76% 2016-17	1% increase from baseline	2% increase from baseline	3% increase from baseline	4% increase from baseline	5% increase from baseline

Outcome #2: Percentage of students accessing a CTE course within 4 years will increase.

Metric/Method for Measuring: Master Schedule (monitor enrollment of students in courses for identified outcome #2)

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	11% 2016-17	1% increase from baseline	2% increase from baseline	3% increase from baseline	4% increase from baseline	5% increase from baseline

Outcome #3: The school will annually increase the number of parents attending workshops and seminars as well as increase parent engagement through annual survey responses.

Metric/Method for Measuring: Percentage of parents participating in workshops, seminars and surveys.

APPLICABLE GROUP	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Parents/Guardians	5% 2017-18	1% increase from baseline	1.5% increase from baseline	2% increase from baseline	2.5% increase from baseline	3% increase from baseline

LCFF STATE PRIORITIES

GOAL #4

School Climate, Pupil Engagement and Student Outcomes

Provide students with meaningful and relevant opportunities to engage with the community, create partnerships, as well as apply skills through a guaranteed curriculum and inclusive instructional practices.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Students will participate in a school climate valuing creativity, integrity and resilience.
- All stakeholders will create a school climate where students feel safe and supported.
- Professional development around differentiation, intervention strategies, behavior management, accommodations and supports will provide more opportunities for students to positively engage
- Implemented interventions and additional counseling supports for successful completion of courses

Expected Annual Measurable Outcomes						
Outcome #1: Decrease the percentage of students who are tardy, truant or absent.						
Metric/Method for Measuring: CA Dashboard – Chronic Absenteeism Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	Determined 2018-2019 On CA Dashboard	Chronic Absenteeism Rate 3% or below				
Outcome #2: Graduation Rate is greater than neighboring schools for all students as well as identified sub-groups.						
Metric/Method for Measuring: Graduation Rate						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	95.1% 2016-17	≥% from baseline				
African-American	87.8% 2016-17	≥% from baseline				
Socioeconomically/Low Disadvantaged	93.5% 2016-17	≥% from baseline				
EL	59.6% 2016-17	≥% from baseline				
Students with Disabilities	75.2% 2016-17	≥% from baseline				
Homeless Youth	69.2% 2016-17	≥% from baseline				
Outcome #3: The school will annually increase the number of students defined as “Approaching Prepared” as indicated on the CA Dashboard under the College and Career Indicator (CCI)						
Metric/Method for Measuring: College and Career Indicator (CCI Metric)						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	16% 2015-16	1% increase above baseline	2% increase above baseline	≥% increase above baseline	3% increase above baseline	≥% increase above baseline
Outcome #4: Over 90% of eligible students will participate in testing and the benefits of the PSAT.						
Metric/Method for Measuring: PSAT Results						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students	99% 2017-18	≥% from baseline				

Students as Self-Motivated, Competent, Life Long Learners

Granada Hills Charter has created a culture of independent thinkers and lifelong learners. Students culminating from the grades TK-8 program will carry this tradition and manifest their learning through the tenets of the IB PYP and MYP programs. Students will demonstrate their learning by:

- Participating in a rigorous computer science program that begins with logical thinking in the primary grades;
- Acquiring proficiency in a second language;
- Participating in research projects that are showcased at the culmination of grades 5 and 8;
- Completing a community service learning project;
- Participating in health and wellness programs;
- Developing citizenship and become well rounded by actively engaging in visual and performing arts and hands-on learning; and
- Receiving unequivocal support and guidance from qualified adults.

Students in the grades 9-12 program manifest their learning by:

- Students' Senior Exit Project Presentations that reflect their academic prowess;
- The extensive research presentation for AP Capstone which requires students to incorporate resources in and beyond school and the IB Community Service Action Program that requires students to make a difference in their community;
- Multiple extracurricular opportunities that engage students in interscholastic competitions at city, state and national levels. Examples range from participation and award winning recognition in Envirothon, science competitions, dance, drama, choir, speech and debate, robotics, band and the Academic Decathlon where students have brought home the national title five of the last seven years;
- An array of sports and athletic opportunities; and
- Participation in programs such as DECA, Speech and Debate and Model United States with travel opportunities, exposure to other countries, and gaining an understanding of cultural diversity and embracing international mindedness.

Student Leadership and Character Development

Beginning in their primary years, students at GHC will have the opportunities to participate in hands-on collaborative learning, inquiry based projects, public speaking, and service learning. The grades TK-8 teachers will work together to create and implement extracurricular and curricular activities that support the qualities of character development, including integrity, resilience and co-empathy. As a bonus, leadership opportunities are innately built into the framework of the PYP and MYP model of education. We plan to engage our teachers in the grades TK-8 to develop the program based on the tenets of the framework.

Currently, at the 9-12 grades, in addition to sixty plus student initiated clubs and multiple opportunities for involvement in organizational and leadership opportunities, two classes that build student leadership on campus are the School Leadership Class (SLC) and the Associated Student Body (ASB) class. The students in grades 6-8 will have the ability to form a leadership class and develop student interest based clubs and extracurricular activities that encourage social emotional development along with strength in academics. In the primary grades leadership skills are driven by the PYP curriculum. Students will have the opportunity to develop leadership skills through school and community service projects, inquiry and project based learning activities, and the emphasis on public speaking and communication embedded in the PYP curriculum.

The mission of the School Leadership Class is to provide leadership development that emphasizes proactive problem-solving, ethics, and collaborative decision-making with peers. The class is primarily focused on enhancing leadership skills involving seniors in activities outside the classroom that build school spirit, citizenship, and encourage self-esteem. Students are encouraged to participate in workshops and seminars at local and national levels.

ASB encourages unity, school spirit, and fellowship among the student body. Involved students learn how to work together as a team, planning activities, participating in committee meetings, engaging in workshops for personal growth, and learning how to be productive and accountable. Students plan, involve other students, participate in, implement, and reflect on school activities, and make decisions which affect the overall school culture. These teams actively reach out to the parent and student community and are model representatives of Granada Hills Charter High School.

Culminating Projects at Grades 5 (PYP) and 8 (MYP) and Senior Research Exhibition

Every grade 5 and grade 8 student will complete a research presentation in their PYP and MYP culminating years. The students will choose grade level appropriate interdisciplinary topics for research and presentation. Culminating projects are a requirement of the IB program and our objective is to ensure that there is articulation with the high school as students plan and prepare their presentations. The PYP, MYP and DP coordinators will meet on a regular basis to align skill and content standards to ensure students are progressing and will be able to meet the requirements of the IB diploma. The coordinators will review student work (such as internal essays, projects, etc), and align the projects across the grade spans.

Every senior before graduating from the high school is required to complete a Senior Project whose objectives are aligned with the expected learning results of GHC:

- Students choose a research goal or contestable topic in any area of knowledge of their choosing (arts, mathematics, natural science, human sciences, ethics, or history); the research goal may include current political, scientific and social issues, global developments, interdisciplinary investigations and professional or academic career choices.
- The project demonstrates Granada's Expected All School Learning Results.
- Students develop a research question and hypothesis per grade level expectations.
- Students demonstrate research skills.
- Students create an outline with subtopics and relevant information.

- Students perform an oral defense of their preliminary research to demonstrate depth and breadth of knowledge and comprehension before developing an analytical and application-based paper and presentation.
- Students write a research paper that may include counterclaims and/or a call to action.
- Students translate the paper into public performance that may look like one of the following: lecture, dramatic interpretation with panel discussion, town hall meeting with analytical debrief, debate, public service announcement, short film or other.
- All students are required to formally assess their project in relation to the ESLRs.
- The individual design of the project varies among the students; however every project demonstrates proficiency in fifth, eighth, and twelfth grade Common Core State Standards for English/language arts, mathematics, social sciences, visual performing arts, world languages, Next Generation Science Standards, STEM or physical and health education.

INSTRUCTIONAL DESIGN IN THE TK-12 PROGRAM

Instructional Framework and Research Based Evidence

The educational model for curriculum and instruction at Granada Hills Charter is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing TK-12 schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for GHC curriculum is student centered with built-in accountability for ensuring support that all students achieve proficiency in core competencies and standards. Guided by the principles of the IB program, Common Core State Standards, NGSS, Career Technical Education, and the College Board, Granada Hills Charter aims to continue providing a safe learning environment in which students are guaranteed a college and career ready comprehensive and rigorous curriculum.

Granada Hills Charter’s instructional program is guided by the following:

1. Standards Based Instruction
2. Understanding by Design (UbD)- A Framework for Lesson Design and Instruction now transitioning to Understanding Design Learning (UDL)
3. Project and Service Based Learning
4. Inquiry Based Learning that is supported by the IB program
5. Academic Programs that Support a Personalized Learning Environment
6. Research Based Instructional Methodology
7. Differentiated Instruction and Intervention
8. Integration and Use of Technology
9. College and Career Readiness for all Students

STANDARDS BASED INSTRUCTION – GRADES TK-8

The GHC grades TK-8 program plans to implement the IB PYP (grades TK-5) and IB MYP (grades 6-8).. The PYP and MYP, along with our existing IB Diploma Program at the high school campus, will offer our students a consistent educational framework and continuity of instruction for 14 years. At the heart of the entire IB continuum is an emphasis on the development of the whole child; each program, and each year, our teachers will emphasize the intellectual, emotional, social and physical growth of each student through the instruction of languages, technology, humanities, sciences, mathematics, and arts.

Our educational program will align the IB PYP and MYP curricular frameworks with the Common Core State Standards, the Next Generation Science Standards, and the California Computer Science Standards. In addition, all students will be a part of a rigorous second language acquisition program, (e.g., Spanish or Mandarin or other languages as determined by the school’s governance), starting in second grade, as well as a community service program with the goal of learning how to identify needs in the community and how best to support those needs.

PYP and MYP

The IB PYP and MYP framework is suited to address a paradox all schools face - a tension between technology in the 21st century bringing us closer together, yet pushing us further apart. We are committed to educating students for success in the world of tomorrow, a world, where individuals require the ability to adapt quickly, to understand when the rules are changing, and to critically think through alternate solutions to new situations. That world will require a level of self-confidence, assertiveness, and adaptation. Success will depend upon creativity and innovation, deeper learning, and greater analytical thinking and problem solving skills. The inquiry based foundation of the IB curriculum framework in addition to a project based learning environment will provide students with the necessary intellectual and social skills to succeed.

The IB PYP and MYP programs are committed to educating the whole child. At the heart of every IB program is the maintenance of the IB Learner Profile--a set of specific skills and attributes that schools must develop in students at every level. These skills are meant to have a positive impact on school culture and the neighboring community. With the IB Learner Profile, the IB Organization seeks to develop students into individuals who are inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, and reflective. The goal of all IB programs, according to the IBO, is to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” Teachers will incorporate opportunities for all students to develop these skills and attributes through lessons in the classroom.

The IB Learner Profile

All IB students, teachers, and school staff strive together to be:

Attribute	Description
Inquirers	“We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”
Thinkers	“We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.”
Knowledgeable	“We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.”
Communicators	“We express ourselves cogently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.”
Reflective	“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.”
Principled	“We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”
Risk-Takers	“We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.”
Balanced	“We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”
Open-Minded	“We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”
Caring:	“We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.”

The IB Learner Profile will be central to every classroom. During their daily common planning time, teachers will have time to reflect, to collaborate, and to ask questions such as:

- How can we create more authentic experiences in the classroom that allow students to be inquirers?
- How do our students interact with other students in group activities? And, how can we create more opportunities for them to demonstrate respect and compassion?
- How can we nurture more effective team work habits?
- How can we create more opportunities to discuss the ethical issues that arise in the subject(s) we teach?
- Are we providing students with enough opportunities to take intellectual risks, and then supporting them in taking such risks? Do our assessment practices reflect this belief?
- To what extent does the range of assessment strategies we use meet the diverse needs of students and encourage creative and critical thinking?
- How are we building in time for students to reflect? And, is reflection an integral part of every lesson?
- What aspects of student development do we report on?
- Do all our teachers see themselves as responsible for the nurturing of lifelong learners?
- What is the quality of interaction between students and teachers around the Charter School?
- Are support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development?
- Are students empowered to take responsibility for their own learning?
- Are we investing appropriately in ongoing professional development for our teachers?

Key Educational Theories and Research

The International Baccalaureate Organization brings with it fifty years of research on how children learn. One of the benefits of becoming an IB school (PYP-MYP-DP) is the ability to learn from schools both in the United States and abroad--all working to educate students for the 21st century.

At the heart of all successful IB programs is a commitment to constructivist pedagogy and the dedicated time it requires to develop and implement. For us, the constructivist pedagogy will take shape through a structured program of inquiry, providing students with experiential and service learning opportunities, a commitment to problem- and project-based assessments, and an attention to each student's social and emotional development.

Constructivist Pedagogy

The PYP is a thematic, constructivist, inquiry-based instructional program. Working from the theories of Vygotsky, Piaget, and Dewey, the PYP enables teachers to create programs of inquiry that “define learning as the creation of meaning that occurs when an individual links new knowledge with . . . existing knowledge” (Williams and Woods, 1997, from PYP guide). It is the commitment to structured, purposeful inquiry that leads the learning process in the PYP classroom. When prior knowledge is used to build new information and make connections, the mind uses a deductive approach. “Constructivism is the term used when we build upon our prior knowledge using real world experiences. In schools, we use a constructivist approach to preparing students to solve problems and construct or refine new understandings” (Usodo, 2016). Thus, PYP classrooms are dynamic environments in which teachers create learning experiences to build upon

students' previous knowledge, where children and adults respond to student questions, and provide experiences to allow students to make meaning and connections between new and existing understanding (IBO 2007).

Inquiry-Based Learning

At the heart of the program's philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and "is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on the student's genuine curiosity and wanting and needing to know more about the world. It is most successful when students' questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding.

According to Bruner (1990) and Gardner (1993), teachers must be able "to make connections between learners' existing knowledge and their individual learning styles in the context of new experiences" (IBO 2007). Inquiry-based learning allows students to grow in their capacity to experiment with different possibilities, to make predictions, to collect and analyze data, to deepen understanding of concepts, to research and obtain information, to defend reasoned positions, to clarify their existing ideas, and to examine their own understanding for bias. The IB suggests that inquiry may take many forms ranging from independent, partner, or group work within the classroom. In line with Vygotsky's socio-cultural constructivist theory, the teacher as facilitator is seen as paramount to planning and designing learning environments and experiences that enable students to interact with one another as they collaborate and construct meaning together. To this end, time for teachers and coordinators to plan together is germane to an inquiry based learning environment.

Experiential Learning and Service Learning

Research shows that students learn best when subject matter has personal connection and students are engaged in the act of doing. Experiential learning process involves self-initiative and self-reflection. Primary school students respond to the relational aspect of this educational approach in a very positive way as they learn to build social skills and employ tools to manage multiple perspectives - building teams, negotiating, trading and bartering, and completing individual tasks that promote self-worth.

Experiential and service learning seamlessly integrates higher order thinking skills as it immerses students into practical issues that deal with community and civic engagement. Students are able to see the effects of their engagement and receive immediate gratification that motivates them to take on more tasks. Experiential learning builds character, promotes self-awareness, fosters a positive approach to challenges, improves attitude and forces reflection.

Problem- and Project-Based Learning (PBL)

PBL refers to both project and problem based learning. Both approaches are learner- centered, inquiry based and designed to create a deep understanding of the content and actively engage students from the exploration to the completion phase.³

PBL is an approach that ignites curiosity, facilitates exploration and retention of knowledge and connects students to the real world. PBL methodology is driven by,

- An essential or driving question. The driving question launches the learning. It guides students to research the course content and create relevance (Jonasses, 2000)
- Student ownership with support from instructors. Students must know their role, understand metacognition or how they learn and create meaning and relevance to real life (English and Kitsantas, 2013).
- Focus on process and outcomes. Feedback, assessment, and self-evaluation activities should include real world skills along with disciplinary knowledge and skills (Duch et al., 2001).

“Protecting the Food Web of the Elephant Seals at the Año Nuevo State Marine Reserve” is an example of Project-Based Learning in the TK-8 program. The 4-6 week project is designed to address 5th grade NGSS standards (5 Matter and Energy in Organisms and Ecosystems/ 5 Earth and Human Activity) but can be adapted to all grade levels. CCSS ELA Standards in Reading, Writing, and Math are taught and reinforced as students engage in the Project-Based Learning activities. The driving question is: How can we spread awareness about protecting the elephant seal’s habitat and food web in the Año Nuevo State Marine Reserve? Students partner with a CA State Parks Ranger on site and connect regularly via videoconferencing. Students design a Public Service Announcement campaign to spread awareness of how and why the plants and animals of the kelp forest in the reserve need to be protected. The PSA can be posters, videos, or a social media campaign. Students make their work public by presenting their end products to CA State Parks Rangers and host an event for families in order to extend the impact of their work.

Social Emotional Development

Academic achievement is directly linked to healthy social and emotional skill development. When students do not feel safe and secure, when they do not have caring, supportive relationships, and when they have difficulty managing their own emotional expressions their learning is inhibited (Cohen and others, 2005; Zero to Three, 2004). Thus, our Charter School will work to build positive relationships between children and adults, between children and their peers, and between children and parents to provide models for students to learn how best to develop lasting, nurturing relationships. In addition, our Charter School will teach students how to express themselves and their emotions. The expression of positive and negative emotions impacts the way children form social relationships. Evidence shows that children who express emotions in a positive manner appeal to others socially and they are better able to develop relationships; children who have a difficult time expressing emotions or who express negative emotions have more difficulty developing relationships (Denham and Weissberg 2004). Schools can accomplish this through teaching students to 1) recognize and manage emotions, 2) set and achieve positive goals, 3) demonstrate

³ Northeastern University for Advancing Teaching and Learning through Research (<http://www.northeastern.edu>).

care and concern for others, 4) establish and maintain positive relationships, 5) make responsible decisions, 6) handle interpersonal situations effectively.

The PYP further focuses on the development of the whole child and takes into consideration inquiry learning in developmentally appropriate ways paying close attention to the child's everyday environment, relevant content, positive relationships, real-life experiences, and individual needs.

Standards Based Learning and Assessment

As stated earlier in this section, the PYP and the MYP frameworks require that teachers meet each day to design and assess units of study aligned with grade level standards necessary to demonstrate proficiency. In a world where student variability exists in every classroom, standards based learning and assessment is key to unifying curriculum.

Teacher Collaboration and Common Planning Time

Teacher collaboration at the GHC grades TK-8 program firmly grounds every lesson and practice in and out of the classroom in core values and beliefs. To execute a serious, inquiry-based program that utilizes problem- and project-based assessments demands much even from the best teachers. According to Virginia Richards, "the deep subject matter knowledge required of teachers who adopt constructivist pedagogy . . . imposes . . . difficulty on elementary teachers who must deal with many subject matter areas" (Richards).

In order to provide teachers and staff with the necessary time to develop and maintain the Program of Inquiry, to create authentic problem- and project-based assessments, to create positive intervention plans for both struggling students and advanced students, and to collaborate on scoring assessments we will dedicate the first hour of each day to a Common Planning Hour. Teachers will collaborate to carry out the mission and vision of the program through the creation of inquiry based program that warrants the instructional cycle of learning and reflecting.

Program Staffing - PYP and MYP

Central to the development and maintenance of the curriculum and instruction program at GHC's grades TK-8 program are the IB trained classroom teachers, the IB PYP and MYP coordinators, and the administrative director of instruction. This instruction team will meet daily during a common planning period to engage in the development and maintenance of the Charter School's Program of Inquiry, to create individualized intervention plans for both struggling students and advanced students, and to collaborate on the development of a variety of standards-based formative and summative assessment tools.

Classroom Teacher

We will plan to staff 5-6 classroom teachers per grade level at each grade level from Kindergarten through grade 8 and up to three TK classroom teachers. At both the PYP and MYP levels, the classroom teachers are responsible for developing the Program of Inquiry, consistent teaching and practice of the Learner Profile attributes, and guiding students through the learning process. The primary challenge teachers will face is the balancing of the IB framework goals (i.e., structured inquiry, Learner Profile attributes, transdisciplinary themes, transdisciplinary skills, and transdisciplinary attitudes, etc.) with the rigorous

Common Core State Standards, the Next Generation Science Standards, and the California Computer Science Standards.

IB Coordinators--PYP and MYP

At both the PYP level and the MYP level, a full time coordinator will be responsible for training the teachers, educating parents and community members about the IB standards, practices, and goals. The coordinators are further responsible for ensuring that the curricular program--the Program of Inquiry--meets the requirements of the International Baccalaureate Organization and the Common Core State Standards, the Next Generation Science Standards, and the California Computer Science Standards. In addition to supporting and guiding teachers in the ongoing process of writing, implementing, and reflection of curriculum, the IB coordinator maintains communication between the International Baccalaureate Organization (IBO) and Charter School administration and ensures the Charter School's adherence to the IB standards granted through the authorization process. Lastly, the PYP and MYP coordinators will be responsible for working with the high school DP coordinator and the administrative director of instruction over the entire IB programs to develop an articulated 14 year curricular program that readies students for college and career success as outlined in the 21st century student section.

Administrative Director of Instruction, Grades TK-8 Program

The administrative director of instruction, grades TK-8 program, is responsible for the development and maintenance of all four International Baccalaureate Programs (PYP, MYP, DP, and CP), teachers, and students. The administrative director will be hired effectively immediately to plan and prepare the opening of the gradesTK-8 program in 2019-2020. The administrative director will be supported by the administrative team at GHC and assisted by the PYP/MYP coordinator.

Teachers on Special Assignment (TOSA)

The 14-year span of the IB program presents a number of unique challenges which will require the unique skills and use of master teachers from the GHC grades 9-12 program. As cited earlier in this petition, committing to a constructivist pedagogy places a unique burden on elementary school teachers who have to prepare themselves for mastery in many subject matter areas.⁴ Our TOSAs will assist in promoting effective classroom teaching by providing demonstration lessons, single subject coaching, and holding staff trainings in the core subject areas. In addition, they will provide ongoing professional development in key IB assessment areas, computer science curriculum development and instruction, mathematics, and speech/public speaking.

Teacher Induction

We will explore partnerships with UCLA Extension Education or another teacher training organization to provide support for all new teachers. A partnership program will allow us to work together to provide all new GHC grades TK-8 teachers with induction support that aligns with the IB PYP and MYP teacher expectations.

⁴ Richards, V. "Constructivist Pedagogy." *Teachers College Record*, p. 1624.

CURRICULUM AND INSTRUCTION

Understanding by Design – A Framework for Lesson Design and Instruction

Granada Hills Charter uses Wiggins and McTighe's (2005) research based model, Understanding by Design (UbD) otherwise also known as "backward planning" as a framework for instructional planning. Emphasizing the teacher's critical role as a designer of student learning, UbD helps teachers clarify learning goals, design assessments of student understanding, and craft effective and engaging learning activities. The "backward design" or "backward planning" is not a prescribed system and does not use one single pedagogical approach. The autonomy and flexibility within the design allows teachers to use an interdisciplinary, inquiry-based thinking curriculum to structure their unit plans on a standards based curriculum. Teachers identify desired results, determine acceptable evidence and plan learning experiences and instruction. Teachers begin with big ideas and important connections that they want students to remember. Planning backwards, they identify what curriculum students need to hear, read, view, explore or otherwise encounter. The declarative knowledge leads students to facts, concepts and principles, and the procedural knowledge helps with processes, strategies and techniques for learning. Working backwards from what students must learn and how they will they learn helps determine the guaranteed content and create specific learning goals that students will "own".

The following guiding questions drive lesson planning and design:

- What do we want students to learn and be able to do? (Rigor and relevance of identified CCSS, NGSS, ELD and content standards)
- How do we know that they have learned? (Appropriate assessments that have a clearly defined purpose)
- What do we do if they learn or don't learn? (Differentiated instruction and targeted intervention for student success)

GHC's foundation for success is a strong, interdisciplinary, Common Core Standards-based academic program that rests on the instructional philosophy that all students can learn and that intelligence is not fixed. All students - at or below grade level, English Language Learners, Gifted and Talented, and Special Education - receive a rigorous, four-year, UC/CSU A-G college preparatory curriculum with access to a wide variety of academic programs and pathways.

Curriculum, materials, and instructional activities are selected based on rigor and relevance to support our goal of achieving proficient to advanced performance on state standards, meeting A-G course requirements, and preparing students to be college and career ready.

Each student in the Charter School has grade level and age appropriate individual instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education and the Next Generation Science Standards.

Each spring, the leadership team, in consultation with their department members, identifies areas of need and orders texts, electronic texts, software licenses and other materials for the following year. All

departments utilize open source materials and authentic documents to support and enrich classroom instruction.

Instructional activities are aligned with the stated goals and measurable student outcomes. The leadership team and directors overseeing various departments participate in common planning and lesson study to continually design and improve instructional activities that challenge students to high levels of critical thought, reflect high expectations for students, and provide opportunities for students to apply their skills and knowledge to real world situations.

At the GHC grades TK-8 program, we will combine align the inquiry based PYP and MYP curriculum with the CCSS, the NGSS, and the newly adopted California Computer Science Standards. At the heart of our instructional program are 4 pillars - 1) written and spoken communication, 2) language acquisition, 3) computer science and technology, and 4) service to the community.

INNOVATIVE CURRICULUM COMPONENTS

The IB Primary Years Program

The International Baccalaureate Organization describes the PYP in the following way: “The PYP is designed for students aged three to twelve. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for children.”

The PYP is a framework for learning that is transdisciplinary and comprised of five essential elements: knowledge, concepts, skills, attitudes, and action.

Knowledge

When making a school choice, many parents want to know that their child will have access to core skills and content that will allow them to remain competitive with other students. At the GHC grades TK-8 program we, as well as the IBO, understand the importance of traditional disciplines and subjects. The knowledge and skills within traditional subject domains are the expected learning outcomes for each grade level. Through the articulated PYP Program of Inquiry (POI), teachers will ensure that students have access to the Common Core State Standards, the Next Generation Science Standards, and the newly drafted California Computer Science Standards. Each of the subjects, though not taught in traditional silos, are aligned to the standards--Language A (English--aligned to CCSS for ELA), Language B (Spanish or Mandarin aligned with the World Language Content Standards for California Public Schools), mathematics (aligned to the CCSS), humanities (aligned to CCSS), arts (aligned to CCSS), science (aligned to the NGSS), and personal/social/physical education (aligned to CCSS). Teachers will also ensure that the content is significant, relevant, and appropriate to each student.

The knowledge element--the core curricular content--is developed through structured inquiries into six transdisciplinary themes of global significance.

The six transdisciplinary themes are:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet

The PYP utilizes a transdisciplinary framework to allow students to make authentic connections in what they are learning, to construct their own meaning, and to eventually transfer what they are learning and the skills they have learned to real world situations, either at home or through problem- and project-based assessments. The term transdisciplinary emerged early in the 20th century in Piaget's work: "Finally, we hope to see succeeding to the stage of interdisciplinary relations a superior stage, which should be 'transdisciplinary,' i.e. which will not be limited to recognize the interactions and/or reciprocities between the specialized researches, but which will locate these links inside a total system without stable boundaries between the disciplines." (Piaget, 1972, p.144).⁵

Transdisciplinary teaching and learning, then, begins with the assertion that there is knowledge, concepts, skills, beliefs, and attitudes that transcend traditional subject matter boundaries. Indeed, the world as it is constructed is transdisciplinary--there are no numbers and formulas sitting isolated in the world. There are only situations, events, actions and actors, and problems to be observed and hopefully, in some cases, solved. In this way, transdisciplinary teaching and learning is best described as authentic, hands-on, collaborative, team-oriented, and relevant; transdisciplinary teaching and learning happens in open, flexible environments (including field experiences and community involvement) in a community of people of different ages and of different beliefs and perspectives. It is driven by inquiry and requires substantial reflection.

Concepts

The PYP curriculum and the structured classroom inquiry are driven by eight core concepts. It is these concepts that underpin every inquiry. The core concepts are "powerful ideas that have relevance within the subject areas but also transcend them."⁶ There are several advantages to conceptual learning--it allows for greater depth, it encourages students to inquire at higher levels, it increases collaboration and active learning, it focuses on problems across several disciplines, and it meets the needs of diverse learners as any student from any background will have a starting point in their journey of discovery. In addition, the reasons for conceptual learning in the IB programs align with the Next Generation Science Standards reasons for using seven crosscutting concepts.

⁵ Jean Piaget, "L'épistémologie des relations interdisciplinaires", in Léo Apostel et al. (1972).

⁶ Making the PYP Happen, 2009.

Beginning in kindergarten, students are taught to frame and express open ended questions and to learn how to identify conceptual questions. The framing of the open ended question drives exploration and inquiry in the classroom; learning how to frame questions is what allows students to continue to explore their inquiries, either individually or in collaborative teams.

The eight key concepts for the PYP program are:

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

Associated with each of the eight concepts is a guiding understanding from which students are able to begin their questioning.

When questioning about form, we want students to understand that everything has a form with recognizable features that can be observed, identified, described and categorized. Whether we are asking Kindergarteners about form in reference to observable animals at the Los Angeles Zoo or about the form of water to a group of fifth grade students in a laboratory setting, the conceptual understanding of form and the processes used to identify and observe and categorize it should become a part of their natural way of approaching the world.

When questioning about function, we want students to understand that everything has a purpose, a role or way of behaving that can be investigated. Whether we are asking first graders to investigate the ways in which different modes of transportation work (i.e., bicycles, automobiles, airplanes, subway trains, etc.) or a group of fourth graders inquiring about the human heart, the conceptual understanding of function and the processes used to identify different roles and behaviors should become a part of their natural way of approaching the world.

When questioning about causation, we want students to understand that things do not just happen, that there are causal relationships at work, and that actions have consequences. Whether we are asking second graders to inquire about the effects of sunlight, water, and soil on different seeds or a group of third graders talking about the consequences that follow from a variety of positive and negative behaviors, the conceptual understanding of causation, the asking of “Why?” and “What happens when?” should become a part of their natural way of approaching the world.

When questioning about change, we want students to understand that change is the process of movement from one state to another. It is universal and inevitable. Whether we are investigating the reasons behind the melting of ice or the freezing of water with first grade students or inquiring about the aging process with

fifth graders, the conceptual understanding of change--which underlies all of existence--should become a part of their natural way of approaching the world.

When questioning about connection, we want students to understand that we live in a world of interacting systems in which the actions of any individual element affect others. Whether we are learning about different family dynamics (i.e., nuclear family, extended family, siblings, family trees) with Kindergarteners or about the relationship between the President of the United States, the Supreme Court, and Congress in a fifth grade class, the conceptual understanding of connection and the knowledge that nothing exists in a vacuum should become a part of their natural way of approaching the world.

When questioning about perspective, we want students to understand that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary. Whether we are working with all students to develop collaboration habits requiring the practice of considering other people's points of view or teaching an ELA lesson about reading for bias in an article of text, the conceptual understanding of perspective and bias should become a part of their natural way of approaching the world.

When questioning about responsibility, we want students to understand that people make choices based on their understandings, and the actions they take as a result do make a difference. Whether we are guiding a group of first grade students in a lesson about keeping our campus clean after lunch, and that we all have a shared responsibility to take care of our environment, or a fifth grader is inquiring into whether a certain law is fair or not, the conceptual understanding of responsibility and the associated understanding of values, rights, and justice should become a part of their natural way of approaching the world.

When questioning about reflection, we want students to understand that there are different ways of knowing and that it is important to reflect on our conclusion, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered. Whether fifth grade students are evaluating their own opinions for evidence of bias or we are leading a discussion about what it means to know something, the conceptual understanding of reflection and metacognitive practice should become a part of their natural way of approaching the world.

The Transdisciplinary Skills are a set of skills that are valuable for all their learning within the classroom and in life outside of school. They are called transdisciplinary because they are tools that can be used by students across all subject areas and to become successful Students. Opportunities are provided for students to practice using these skills and to reflect on how they are applying them to their learning. These skills are a further way in which we will ensure that all students are able to master the core content as outlined by the Common Core State Standards, the Next Generation Science Standards, and the newly drafted California Computer Science Standards.

The transdisciplinary skills are grouped within five areas: thinking skills, social skills, communication skills, self-management skills, and research skills.

Thinking Skills:

- Acquisition of Knowledge: Gaining specific facts, ideas, vocabulary; remembering in similar form
- Comprehension: Grasping meaning from material learned; communicating and interpreting learning
- Analysis: Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
- Synthesis: Combining parts to create wholes; creating, designing, developing and innovating
- Evaluation: Making judgments or decisions based on chosen criteria; standards and conditions
- Dialectical Thought: Thinking about and understanding two or more different points of view at the same time
- Metacognition: Analyzing one's own and others' thought processes; thinking about how one thinks and learns

Social Skills:

- Accepting Responsibility: Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility
- Respecting Others: Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may be different and stating one's own opinion without hurting others
- Cooperation: Working together in a group; being courteous to others, sharing materials; taking turns
- Resolving Conflict: Listening carefully to others; compromising; being fair
- Group Decision-Making: Listening to others; discussing ideas; asking questions; working towards consensus
- Adopting a Variety of Group Roles: Understanding what behavior is appropriate in a given situation and act accordingly

Communication Skills:

- Listening: Listening to directions; listening to others; listening to information
- Speaking: Speaking clearly, expressing ideas clearly and logically
- Reading: Reading a variety of sources for information and pleasure; and comprehending what has been read
- Writing: Recording information and observations; taking notes and paraphrasing; keeping a journal or record
- Viewing: Interpreting and analyzing visuals and multimedia; understanding how they convey ideas, values and beliefs; making informed choices about personal viewing experiences
- Presenting: Constructing visuals and multimedia for a range of purposes and audiences
- Non-Verbal Communication: Recognizing the meaning of visual and kinesthetic communication

Self-Management Skills:

- Gross Motor Skills: Exhibiting skills in which groups of large muscles are used
- Fine Motor Skills: Exhibiting skills in which precision in small muscle systems is required

- Spatial Awareness: Displaying a sensitivity to the position of objects in relation to oneself or each other
- Organization: Planning and carrying out activities effectively
- Time Management: Using time effectively and appropriately
- Safety: Engaging in personal behavior that avoids placing oneself or others in danger or at risk.
- Healthy Lifestyle: Making informed choices to achieve a balance in nutrition, rest, relaxation, health and exercise
- Codes of Behavior: Knowing and applying the appropriate rules and procedures of groups of people
- Informed Choices: Selecting the appropriate course of action or behavior based on fact or opinion

Research Skills:

- Formulating Questions: Identifying what one wants to know and asking compelling and relevant questions
- Observing: Using all of the senses to notice relevant details
- Planning: Developing a course of action and devising ways to find out necessary information
- Collecting Data: Gathering information from a variety of first-second-hand sources
- Recording Data: Describing and recording information in a variety of ways
- Organizing Data: Sorting and categorizing information and arranging in understandable forms
- Interpreting Data: Drawing conclusions from relationships and patterns that emerge from data
- Presenting Research Findings: Communicating what is learned; choosing appropriate media.

Attitudes

As stated earlier in this petition, we have chosen to adopt the IB frameworks because of their commitment to educating the whole child. We understand that while knowledge, concepts, and skills are important, more is needed to educate children. The PYP Attitudes get to the heart of what we want our students to feel, to value, and to demonstrate in their learning, in the way they view their environment, and the way they interact with other people.

The 12 attitudes that will be an explicit part of learning at the GHC grades TK-8 program are the following:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

These attitudes will be modeled by both students and staff--in the classroom, at recess, during physical education time, and during snack and lunch breaks. Students will also have opportunities to reflect on these attitudes during lessons and on assessments throughout their educational experience.

Action

In keeping with the IB mission of educating the whole child and our mission of empowerment, character, and leadership, education is most successful when it extends beyond the classroom. The ultimate goal of all classroom lessons will be the use of knowledge, concepts, skills, and attitudes in real world settings, either in the real world at home or on problem- and project-based assessments that model the complexities of real world settings. Action, then, is the manifestation of our educational program in practice. For example, when teaching students about water conservation, teaching and learning should manifest itself in students choosing to save wasted classroom water and use it to water plants on campus and in later years to organize students and parents to partner with local homeless shelters to provide clean drinking water for those lacking access. At all levels, our goal is to teach students that they should initiate appropriate action when they recognize a need and that, when acting, they should act responsibly. In addition to teaching students how to act appropriately and responsibly, we will also reinforce for students that in our complex world that inaction may, in some situations, be the most appropriate and responsible choice.

The Middle Years Program

Much like the PYP, the MYP is an inquiry-based program that seeks to empower students as they engage with complex, authentic problems. The MYP framework is also focused on educating the whole child, on concepts, on attitudes, and extending education beyond the classroom. The MYP provides students with the skills and content knowledge needed to be successful at rigorous high schools, including GHC 9-12. The program is designed for students between the ages of 11-16, spanning grades 6-10. At the GHC TK-8 program, grades 6-8 comprise the IB Middle Years Program (MYP), which serves as a seamless transition to a high school program that will offer both the final two years of the MYP (grades 9-10) and the Diploma Program (DP) in grades 11 and 12. Granada Hills Charter is currently an authorized IB World School offering the Diploma Program and will be developing a 9th and 10th grade academic program during the 2018-2019 school year in preparation for the MYP authorization.

Of the MYP, the International Baccalaureate Organization states: “Students at the MYP age range learn best when their learning experiences have context and are connected to their lives and to the world that they have experienced. When learning becomes meaningful and relevant, students are more likely to be engaged. Teachers can impact student learning by providing engaging and inspiring global contexts that contribute toward development of the attributes of the learner profile. Learning in global contexts enables Students to directly link concepts with their own lives and put knowledge into action.”⁷

The MYP framework continues to build upon the essential elements that were established in the primary years--knowledge, concepts, skills, attitudes, and action. However, as described above by the IBO, teachers begin to guide students to expand the focus of their learning from local and the self to the global. This is an

⁷ MYP: From Principles to Practice, 2014

appropriate shift, as students age 11-16 are beginning to grasp the size and complexity of world as well as start to see that they have a place and a responsibility in it.

Knowledge

As with grades TK-5, we are committed to the Common Core State Standards, the Next Generation Science Standards, and the newly drafted California Computer Science Standards in grades 6-8. To address these standards, the MYP is organized into eight areas--Language A (English), Language B (Spanish or Mandarin), mathematics, science, humanities, arts, physical education, and technology. In the same way that the six transdisciplinary themes are used to unite and connect the content areas in the PYP, the MYP organizes units and content into global contexts. The global contexts are designed to help students recognize the connection between what they learn in the classroom and the world around them, to tie the various subject areas together, and eventually to help students see knowledge as a necessary tool for action.

The MYP global contexts are:

1. Identities and relationships
2. Orientation in space and time
3. Personal and cultural expression
4. Scientific and technical innovation
5. Globalization and sustainability
6. Fairness and development

Also in the grades 6-8 classrooms there is a shift from transdisciplinary learning to interdisciplinary learning as a way to begin preparation for more specialized learning in high school and college.

Concepts

Building on the eight core concepts established in grades TK-5, grade 6-8 teachers will use 16 core concepts to plan their disciplinary and interdisciplinary lessons. When building units of inquiry at the 6-8 level, teachers will identify a central concept that will lead the unit of inquiry, but will often include several associated concepts throughout the unit. And, as stated earlier in this petition, there are several advantages to conceptual learning, the most important of which with older students is that conceptual teaching and learning meets the needs of diverse Students. Concepts, as stated by the IBO, “place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.” And lastly, the adoption of conceptual learning allows for a more seamless implementation of the cross cutting concepts of the Next Generation Science Standards.

The 16 core concepts for the MYP are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development

Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, Space

In addition to the 16 core concepts, teachers are able to build inquiries around subject related concepts. For example, social science teachers constructing a geography inquiry would incorporate the related concepts of culture, scale, diversity, disparity and equity, globalization to bring about a deeper understanding of the core content. Or, in a biology inquiry the teacher may choose to construct an inquiry around the related concepts of balance, environment, transformation, interaction, and function to give students opportunities to better grasp the Next Generation Science Standards.

Skills

As stated in the previous PYP section of this petition, the required skills are a set of skills that are valuable for all learning within the classroom and in life outside of school. The set of skills we are embracing are necessary tools that students can use across all subject areas to become successful Students with strong character. These skills in grades 6-8 are, too, a further way in which we will ensure students are able to master the Common Core State Standards, the Next Generation Science Standards, and the newly drafted California Computer Science Standards.

For a complete list of the skills, please refer back to the list of transdisciplinary skills outlined in the PYP section of this petition.

Attitudes

As stated in the previous PYP section of this petition, the IB frameworks were chosen because of their commitment to educating the whole child. And, that we understand that while knowledge, concepts, and skills are important, an emphasis on building character, and care for how students feel and what they value is equally important. It is important to provide opportunities to students to demonstrate in their learning, in the way they view their environment, and in the way they interact with other people an ability to understand that they share a responsibility for what happens in the world and to be able to act to make it better.

For a complete list of the attitudes, please refer back to the list of transdisciplinary skills outlined in the PYP section of this petition. However, in grades 6-8 there will be an added emphasis on student-initiated, information processing and retrieval strategies, on the self-management of mood and motivation, on the development and maintenance of interpersonal relationships, on metacognitive awareness, and on social and emotional affect in different environments.

Action

As stated in the previous PYP section of this petition, the action element is another way in which we will be able to meet our goal of educating the whole child and our mission of empowerment, character, and leadership. The ultimate goal of all classroom lessons in grades 6-8 will be the use of knowledge, concepts, skills, and attitudes in real world settings, either in the real world at home or on problem- and project-based

assessments that model the complexities of real world settings. Action, then, is the manifestation of our educational program in practice.

In grades 6-8, students also work on a formal community action project that provides greater opportunities to extend learning beyond the classroom. Students begin their action project with an inquiry into a specific global context with which they have a personal interest--identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, or fairness and development. After identifying a specific global context, students work either individually or collaboratively in small groups to identify a specific associated need that should be addressed in their community. For example, a student working within the context of identities and relationships may view a need in the community for more support for recent immigrants. Then, through research and planning they might choose to develop support for English language skills, developing a buddy system for younger students who may have arrived to a new country and school without friends, and more.

At the conclusion of their work, in grade 8, students will present their community action projects during a community exhibition open to the school, to parents, and community members. When continuing into the last two years of the program in grades 9 and 10, students will have the option of extending their community action work or developing a new action project in a different global context.

Subject Area Features and Components

For both the PYP and MYP curriculum the IB provides extensive scope and sequence documents for all years, including how schools should develop the lines of inquiry to meet the learning needs of each student. At the core of our instructional program at all grade levels will be a commitment to teaching and learning English/language arts, mathematics, science, and social science. In all subjects, however, we will emphasize reading, writing, and speaking literacy skills as they are the foundation of all learning. In the following subject overviews, we will present a general guiding scope and sequence for each of the PYP and MYP subjects. These general overviews have been included from official International Baccalaureate Organization materials as those materials will be used to create our Charter School's first Program of Inquiry.

Also as stated in previous areas of this petition, teachers will develop lessons that ensure coverage of the Common Core State Standards, the Next Generation Science Standards, and the California Computer Science Standards.

PYP Language A (English Language Arts)

Just as the Common Core State Standards build upon prior knowledge, in the IB scope and sequence for English Language Arts, students progress through five distinct phases of acquisition in oral language development, visual language development, and written language development. Included in all IB PYP and MYP teacher trainings are ways in which the IB frameworks for ELA align naturally with the Common Core State Standards.

Oral Language Development Expectations

- Phase 1: Students show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.
- Phase 2: Students show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.
- Phase 3: Students show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.
- Phase 4: Students show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.
- Phase 5: Students are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual Language Development Expectations

- Phase 1: Students show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.
- Phase 2: Students identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.
- Phase 3: Students show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.
- Phase 4: Students show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.
- Phase 5: Through inquiry, Students engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written Language Development Expectations

- Phase 1: Students show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.
- Phase 2: Students show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.
- Phase 3: Students show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.
- Phase 4: Students show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.
- Phase 5: Students show an understanding of the strategies authors use to engage them. They have their favorite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

PYP Mathematics

Mathematics is a powerful tool for describing and analyzing the world around us and for solving or clarifying complex problems. In the same way that students describe themselves as “authors” or “artists,” our mathematics program will provide students with the opportunity to see themselves as “mathematicians,” where they enjoy and are enthusiastic when exploring and learning about mathematics. In the PYP, mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

And, just as the Common Core State Standards build upon prior knowledge, in the IB scope and sequence for Math, students progress through four distinct phases of acquisition in the areas of data handling, measurement, shape and space, pattern and function, and number. Included in all IB PYP and MYP teacher trainings are ways in which the IB frameworks for mathematics align naturally with the Common Core State Standards.

Data Handling Expectations

- Phase 1: Students will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes

and represent information in graphs including pictographs and tally marks. The Students will discuss chance in daily events.

- Phase 2: Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The Students will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.
- Phase 3: Students will continue to collect, organize, display and analyze data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The Students will make the connection that probability is based on experimental events and can be expressed numerically.
- Phase 4: Students will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Students will understand that probability can be expressed on a scale (0–1 or 0 percent–100 percent) and that the probability of an event can be predicted theoretically.

Measurement Expectations

- Phase 1: Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.
- Phase 2: Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Students will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.
- Phase 3: Students will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The Students will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.
- Phase 4: Students will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the Students will be able to measure and construct angles.

Shape and Space Expectations

- Phase 1: Students will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.
- Phase 2: Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Students will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.
- Phase 3: Students will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruence and similarity in 2D shapes. Students will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.
- Phase 4: Students will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Students will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and Function Expectations

- Phase 1: Students will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.
- Phase 2: Students will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, Students will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.
- Phase 3: Students will analyze patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.
- Phase 4: Students will understand that patterns can be represented, analyzed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyze and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of

pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number Expectations

- Phase 1: Students will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.
- Phase 2: Students will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Students will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.
- Phase 3: Students will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Students will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.
- Phase 4: Students will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

PYP Science

Students studying science in the PYP explore the biological, the chemical, and the physical aspects of the natural world and how they are all related. The sciences in the PYP curriculum will be taught through transdisciplinary units of inquiry as opposed to learning as isolated subjects. Learning science in this way will show students that all explorations into the natural world involve the different tools provided by the different sciences and that no single exploration is limited to just one scientific discipline. The science curriculum will be arranged into four strands: living things, earth and space, materials and matter, and forces and energy.⁸

Science Expectations 3-5 Years

⁸ PYP Science Scope and Sequence, 2009.

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

Science Expectations 5-7 Years

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Science Expectations 7-9 Years

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Science Expectations 9-12 Years

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use

their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

PYP Language Acquisition (Spanish and Mandarin)

Students will begin the acquisition of a language other than English during second grade. Learning language is important to our students’ personal development, their own cultural identity, and intercultural understanding. Learning languages is also tightly linked to cognitive growth. In an IB PYP classroom, language acquisition aligns with the IB attitudes and the transdisciplinary themes. In the primary grades, the language class is a non-core class.

Transdisciplinary Theme	Topics to discuss in situation with accurate use of language
Who we are	Introductions; origins; home life; personality; how we differ from others; identities in different countries.
Where we are in place and time	Change, before and after, generations, innovations, history, growing up, impactful events, development
How we express ourselves	Different forms of cultural expressions; artistic appreciation; the opinions art and cultural trends generations; influencers; connections with one’s personal life; vocabulary related to the sense; to human emotions, different disciplines.
How we organize ourselves	Family structures; social structures; working in teams; how associations are made; duties working as a team; projects; organization; organizing auctions; sequences; words that go together; compatibility; commonalities; affinity; budgets.
Sharing the planet	Products that countries produce; sustainability; use of resources; misuse of resources; behavior in public areas; wise use of water; food and water; renewable resources.
How the world works	Purpose of inventions; decisions; initiatives; NGOs; systems; methods; arrangements; organizations; techniques; procedures; routines; rules; permissions.

PYP Physical Education and Health

Physical Education and Health in the PYP years is structured in a scope and sequence that includes personal, social, and physical education (PSPE). The PSPE curriculum is ultimately concerned with student well-being and is concerned with more than just sports and games. The purpose of PSPE is to provide opportunities for students to develop skills that promote intellectual, physical, emotional, and social development. The curriculum for PSPE is designed to allow students to progress through four distinct phases of acquisition in the areas of identity, active living, and interactions. The PYP Physical Education and Health prepares students for the CA Fitnessgram in Grade 5 through regular, ongoing skill, strength, and endurance training as outlined in Phase 3 of IB Active Living Expectations.

Identity Expectations

- Phase 1: Students have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Students reflect on their experiences in order to inform future learning and to understand themselves better.
- Phase 2: Students understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behavior. Students explore and apply different strategies that help them approach challenges and new situations with confidence.
- Phase 3: Students understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyze how they are connected to the wider community and are open to learning about others. Students use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous Students.
- Phase 4: Students understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Students understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Students apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living Expectations

- Phase 1: Students show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Students recognize the need for safe participation when interacting in a range of physical contexts.
- Phase 2: Students recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Students understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.
- Phase 3: Students understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Students are able to identify different stages of life and understand that rates of development are different for everyone. Students understand that there are potential positive and negative outcomes for risk-

taking behaviors and are able to identify these risks in order to maximize enjoyment and promote safety.

- Phase 4: Students understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactions Expectations

- Phase 1: Students interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behavior affects others and identify when their actions have had an impact. Students interact with, and demonstrate care for, local environments.
- Phase 2: Students recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Students understand that responsible citizenship involves conservation and preservation of the environment.
- Phase 3: Students understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Students reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.
- Phase 4: Students understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

PYP Social Studies

The social studies curriculum in the PYP allows students to gain a deeper understanding of themselves and others. The curriculum also allows students to gain a better understanding of their place in our global society. The social studies curriculum is arranged into five concept-driven strands that are all linked to each other: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, resources and the environment.

- Formulate and ask questions about the past, the future, places, and societies.
- Use and analyze evidence from a variety of historical, geographical, and societal sources.
- Orientate in relation to place and time.
- Identify roles, rights, and responsibilities in society.
- Assess the accuracy, validity, and possible bias of sources.

Social Studies Expectations for students ages 3-5 (Grades TK-K)

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Social Studies Expectations for students ages 5-7 (Grades K-2) Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Social Studies Expectations for students ages 7-9 (Grades 2-4)

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the independence of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Social Studies Expectations for students ages 9-12 (Grades 4-7)

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of

others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

PYP Arts

The arts are central to learning in the dynamic PYP classroom. They are, much like English language arts and mathematics, a powerful mode of communication through which students come to understand who they are and how to make sense of the world around them. The arts in the PYP curriculum are identified as dance, drama, music, and visual arts. The arts in our Charter School will promote the attributes identified on the IB Learner profile as well as the skills and attitudes that are integral to all learning. The arts will include instruction in both traditional means of expression--sketching, painting, playing an instrument--and more contemporary means that incorporate new media tools. The ability to incorporate more contemporary means of expression will allow our students the opportunity to learn how to express themselves in our rapidly changing digital age.

The scope of the PYP arts curriculum is divided between two strands, in which students progress through four distinct phases of acquisition in the areas of responding and creating. Whether in the discipline of dance, drama, music, or visual arts, students will progress through each phase of responding and creating.

Responding Expectations

- Phase 1: Students show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.
- Phase 2: Students show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.
- Phase 3: Students show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyze their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.
- Phase 4: Students show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyze different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating Expectations

- Phase 1: Students show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or

with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

- Phase 2: Students show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.
- Phase 3: Students show that, as artists, they can influence thinking and behavior through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.
- Phase 4: Students show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

MYP Language A (English Language and Literature)

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention.

MYP Science

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgements. Intellectual and practical skills are developed through designing, analyzing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry. Students collect, process, and interpret qualitative and/or quantitative data and explain conclusions that have been appropriately reached. MYP sciences help students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions. Students gain global understanding of science by evaluating the implications of scientific developments and their applications to specific problems or issue. Varied scientific language will be applied in order to demonstrate understanding. Students are expected to become aware of the importance of documenting the work of others when communicating in science.⁹

⁹ MYP Science guide.

Science

The NGSS content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council's framework for science learning, which underscores the dynamic nature of science. As stated in the National Academies (2013) "Science comprises a body of knowledge and evidence-based theories" which prepare students for critical thought and literacy requirements to solve the complex problems of the 21st century.

The science program will be guided by A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (NGSS, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).

Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, incorporating an understanding of how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students' understanding of linkage in different domains of science and engineering. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon CCSS. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

MYP Math

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. The objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts. Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers, and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning. Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

MYP Individuals and Societies

Students develop factual and conceptual knowledge about individuals and societies. Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences.

Students develop successful strategies for investigating independently and in collaboration with others. Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

Social Studies

The social studies curriculum will build awareness and develop analytical, social, and empathic skills so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse democratic society and an international mindset.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will learn through hands-on and context-based learning strategies, the skills of data collection and analysis, collaboration, decision-making, and problem-solving. Students will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of Students (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; “production, distribution, and consumption”, “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. These lessons will be tied to the essential question units as proposed by the PYP framework.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one’s context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute’s (TCI) Social Studies Alive! (K-5) and History Alive (6-8).

MYP Physical and Health Education

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems. Students through inquiry design, evaluate, and perform a plan in order to improve performance in physical and health education. Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities. Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

Physical Education

The health and physical fitness California Content Standards support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor. The goal of Physical Education class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. Physical Education is divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities
- Physical fitness for health and performance, fitness concepts, principles and strategies.
- Psychological and sociological concepts, principles, and strategies

Middle School Physical Education will engage all students on a daily basis and promote staying active. Awareness of good nutrition and overall good health that contributes to students' health and wellness to become productive members of society is essential to adopting a positive lifestyle. Along with regular exercise routines, GHC will offer team sports like flag football, basketball, baseball, soccer and also try and incorporate some non- traditional sports like ultimate frisbee, team handball and rugby. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course will also provide a setting for adolescents to learn appropriate social interaction, communication and leadership skills.

MYP Arts

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyze and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives. The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product. The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to discover their personal signature and realize their artistic identity. Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

MYP Visual & Performing Arts

Visual and performing arts are integral components of the curriculum in the PYP and MYP programs. Supported by the curriculum developed by the Getty Center called the "Incredible Art Department" (<https://www.incredibleart.org/links/toolbox/curriculum.html>), students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi-modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and

learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era or enter an art competition for real life experience.

MYP Language Acquisition (Spanish and Mandarin)

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values, and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes, and cultural references presented in the visual text. In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local, and global interest and significance, and responding to spoken, written, and visual text in the target language. This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used in the classroom, formal and informal exchanges, social and academic language. When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, etc.) and techniques with increasing skill and effectiveness.

Instructional Methods and Strategies

The IB PYP and MYP support the use of a variety of instructional methods and strategies. The typical IB classroom is a dynamic place--students will often move from individual work to group work in response to their needs and the needs of the inquiries. Students will change roles as they move from one group to another or even within the same group over time, working as a leader or initiator, a collaborating partner, or a contributing member of a larger group. In a typical class setting, groups change as determined by the Students and the teacher's role is to orchestrate this changing dynamic so that each student's learning is observed, monitored, and effectively supported when working individually or within various groups.

Groupings

1. Ability grouping
2. Mixed-ability grouping
3. Regrouping
4. Pair and Group Work
5. Student-centered Grouping Strategies
6. Teacher-led Grouping Strategies
7. Within-class Grouping
8. Between-class Grouping

Inquiry-Based Learning

1. Visible Thinking Routines (Project Zero, Harvard School of Education)
2. Graphic organizers (i.e. Thinking Maps)
3. Learning Stations/Discovery Centers
4. Student conferencing within readers and writers workshops (Lucy Calkins)
5. Guided Language Acquisition Design (GLAD)

6. Specially Designed Academic Instruction in English (SDAIE)
7. Different learning modalities (Gardner)

Small Group Activities (Collaborative Learning)
Authentic Experiences (Inside and Outside of School)
Direct Instruction
Cooperative Learning
Applications

Timeline for International Baccalaureate World School

Becoming authorized as an International Baccalaureate Primary Years Programme (IBPYP) school is an extensive and rigorous process, which takes dedication, devotion commitment, teamwork and access to resources. The commitment lies with the Charter School board, the Charter School leadership, teachers, students and the community. The IB program provides teachers with the curriculum framework that they have to own, organize and implement creating their own thematic units based on the backward planning model. Granada Hills Charter will develop and implement inquiry--based units in all grades, with the goal of becoming fully authorized as an International Baccalaureate World School by year three or four of operation.

International Baccalaureate is a world--renowned authorization process -- an educational model rather than a defined curriculum. The template provides the framework upon which teachers can develop standards--aligned units. The IB North American (IBNA) office is located in New York and has jurisdiction over the authorization of all schools in the United States. During the candidate phase, an experienced IB educator will be assigned to mentor and guide the Charter School and every administrator and teacher will have the opportunity to participate in at least one IB workshop to master the philosophies and framework of model. We will begin the candidacy phase in 2019-2020, our first year of operation, and aim to be authorized by year three or year four. We will continue to train and be observed and mentored by the IBO when we become an authorized IB world school.

Academic Year	Activity	Time
Pre-charter: 2018-2019	Hire and train administrative director in the IB PYP and MYP frameworks in preparation for the opening of the school	
2019-2020 IB Candidacy Phase: Year One	<ul style="list-style-type: none"> • Introduce the tenets of second language instruction, computer science and community service; • Curriculum will cover the CCSS for all content areas through both direct instruction and the development of the interdisciplinary approach of the IB Programs of Inquiry. • Hire and train PYP and MYP coordinator; • Train all new teachers in the IB PYP and MYP Level 1 training; • Develop units of inquiry that address IBPYP and MYP Learner Profile attributes; • Facilitate a mentorship program in collaboration with GHC 9-12 teachers. 	June 2019 – August 2020
W2020-2021 IB Candidacy Phase: Year Two	<ul style="list-style-type: none"> • Have tenets of second language instruction, computer science and community service in place; • Continue training of Level I and Level II IB trainings as we increase student enrollment and hire additional staff; • Develop units and implement units of inquiry; analyze student learning results; review, reflect and redesign as necessary; • Continue to integrate IBPYP/MYP Learner Profile attributes into units of inquiry; • Continue to foster the relationship between GHC TK-8 and GHC 9-12 to develop the contiguous 15 year IB program. 	August 2020 – July 2021
2021-2022 IB Candidacy Phase Awaiting Authorization: Year Three	<ul style="list-style-type: none"> • Develop all six units of inquiry and teach all six units per grade level; • Transition to two full time coordinators; • Continue to develop community service element, promote second language learning and review needs of the computer science program; • Continue to foster the relationship between GHC TK-8 and GHC 9-12 to develop the contiguous 14-year IB program. • Schedule authorization visit. 	August 2021- July 2022

Grades 9-12 High School Program College and Career Readiness for all Students

All students - including low achieving, gifted, low socio-economic, English learners, and special education have an opportunity to select an academic program and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. Because the GHC graduation curriculum requirements mirror the minimum UC/CSU curriculum entrance eligibility requirements, all students who take and pass their A-G course requirements with a C grade or better meet the minimum CSU/UC course admission requirements.

Granada Hills Charter maintains a “college going culture.” It is our goal that our students demonstrate these competencies as evidence of readiness for success in college and careers:

- All students demonstrate proficient to advanced performance as measured by California content standards tests and through analysis of student work portfolios in core academic subjects.
- Students demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including two years of laboratory science; three years of math including Algebra I, Algebra II, and Geometry; three years of history/social science; four years of college preparatory English; two years of a world language; one year of visual/performing arts; and participation in the Summer Transition Academy upon enrollment.
- All A-G courses are transferable to California public universities and other colleges. Parents receive notification of course transferability in all student recruitment and student enrollment materials.
- Granada Hills Charter offers Pierce Community College classes on campus for college and high school credit.
- Student performance data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II, ACT, CTE) are collected and analyzed to monitor student preparation for college and career level coursework.
- Each year, students complete college and career tasks in Naviance. These tasks prepare student to complete the post-secondary application process. At the end of the senior’s year, 99 percent of the students have submitted an application to a post-secondary college, university, community college, or trade school.

The College and Career Office has expanded its scope and outreach with a wide variety of strategies and programs that facilitate the chance for all students to maximize their opportunities after high school. The office routinely coordinates a number of workshops and events, including college representative visits, college application case studies, and the College and Career Fair, for parents, students, and the community. The office also provides information about careers and internships, along with college field trips. All events are communicated through a weekly newsletter and announcements that are sent to students and staff. All post-secondary planning and coordinating, both for college and career, is housed within Naviance which allows students to make reservations for events on and off campus. The Naviance portal is an effective method to facilitate student transitions to college as counselors can access student usage data during the course of the year, and track where students apply to college.

The College and Career office maintains a staff of three counselors, a full-time office assistant and 15 - 20 senior students who serve as Peer College Counselors (PCCs). PCCs are selected through an application

process and are trained during one week of the summer break. PCCs are trained in all facets of college and career plans and receive guidance on how to interact and maintain appropriate cultural and socioeconomic sensitivity.

The office provides outreach to all incoming freshmen during the Summer Transition Academy (STA) and for all grade levels every year of high school. All aspects of a student's college or career path is housed in the Naviance software. During STA college and career counselors complete presentations to all students explaining to students how to access Naviance and prepare college and career pathways. In ninth and tenth grade, students explore a career profile, in 11th grade students begin the Super-Match college search, and in 12th grade students finalize and submit college applications. The College and Career Office primarily focuses on seniors during the fall semester and all other grade levels in the spring. At minimum every senior speaks with at least a Peer College Counselor to receive information about post-secondary options.

This year the College and Career Office added mock interviews and career presentations that all students are able to register for through Naviance. Inroads are also being made into the creation of future combined career and college tours. Further, the College and Career Office reaches out to teachers in specific content areas to attract likely students for related speaker presentations.

Also this year, in collaboration with the testing coordinator, the College and Career Office has utilized Naviance's Scattergrams for students to analyze their college application data in relation to the previous three years of GHC student aggregate college application results data for specific colleges. For instance, a student may compare their personal test score and GPA with the GPAs and SAT scores of former, unnamed GHC students who were accepted to UCLA. This provides students with objective information to help them form a personalized and localized understanding of how to plan for their postsecondary options.

The College and Career Office also provides information to students about fee waiver opportunities for testing, along with PSAT, SAT/ACT, financial aid, and scholarship workshops. Finally, during the most recent fall semester of 2017 the majority of teachers attended training on how to compose effective college letters of recommendation for students.

The College and Career Office also uses Naviance to monitor student progress and goals and provide targeted assistance in planning for post-secondary options. 95.1 percent of the 2017 graduating class earned a high school diploma and 78 percent of the class also completed the A-G requirements. From the 2015 to 2017 graduating class there was a 7.2 percent increase in the percentage of students completing A-G requirements, demonstrating a comprehensive educational program dedicated to fulfilling the Charter

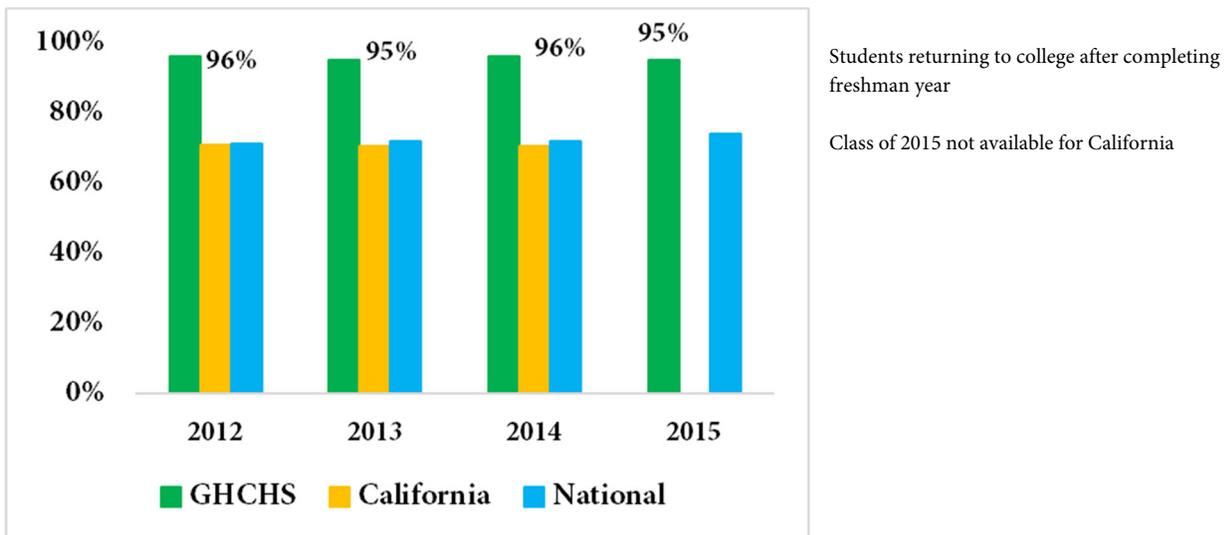
Count of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = April 19, 2018

Class of	2010	2011	2012	2013	2014	2015	2016	2017
Total in the Class	767	874	873	985	984	1,014	1,030	1,033
Total Enrolled	674	757	784	852	855	892	903	877
Total in Public	626	691	651	778	756	797	836	785
Total in Private	48	66	113	74	99	95	67	92
Total in 4-Year	281	384	381	476	459	479	488	470
Total in 2-Year	393	373	383	376	396	413	415	407
Total In-State	639	704	693	796	781	795	842	797
Total Out-Of-State	35	53	71	56	94	97	61	80
Total in 2-Year	393	373	383	376	396	413	415	407
Total In-State	639	704	693	796	781	795	842	797
Total Out-Of-State	35	53	71	56	94	97	61	80

School’s vision and mission. Based on the April 2018 National Clearinghouse Data, more than 80 percent of the GHC graduates enroll in a post-secondary school after graduating from GHC.

More importantly, GHC graduates have maintained a college persistence rate of approximately 95 percent for the four years, well above California and national averages, demonstrating that GHC graduates who attend college are highly likely to graduate or return to continue their education.



Academic Programs That Support a Personalized Learning Environment

Students learn best in small individually supported environments where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where academic programs connect students with a group of teachers, learning teams, and where there is student voice in all aspects of the school that directly affects them.

A student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. Research indicates that students who score below grade level on 8th grade standardized reading tests, and fail Algebra I in 8th grade present strong indicators that they will struggle in ninth grade English and Algebra 1. Given our very diverse demographics, 50 percent of our incoming ninth grade student population poses many challenges and students require immediate intervention, within and outside of the classroom. Critical educational needs are study skills acquisition, school, community and social services support for personal and family challenges, parent/community outreach and engagement, staff training, and refinement of literacy and computational skills.

Incoming ninth grade students and their parents participate in a 30 minute individual counseling session to select programs, courses, and to discuss acceleration or remediation opportunities. Students who need intervention are identified before Summer Transition Academy. The intervention coordinator in conjunction with the counselors routinely analyzes student data performance at each marking period of the semester and provides outreach and support to students who are receiving or earning Ds or Fs in their classes. These students are provided support through tutoring on campus, online tutoring options, after school and weekend workshops, and credit recovery options.

Research Based Instructional Methodology (Grades 9-12) General education teachers, special education teachers, and related service providers instruct from a multi-tiered approach utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need additional support. Common benchmarks, daily formative and comprehensive summative assessments are used to measure progress towards grade level standards as well as IEP goals. Parents have the ability to access ongoing postings of grades on the online Home Access Center.

The following variety of instructional methods provide the best opportunities for all students to learn at high levels creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. These instructional methods support the vision and mission of GHC and are well suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary for students to be college and career ready, and address visual, auditory and kinesthetic learning modalities.

- **Project-based instruction:** Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills needed for success in college and the world beyond. Projects also link the curriculum content with students' real world experiences, making learning relevant, personalized and valuable to their lives outside of

school. An integrated curriculum facilitates deep learning and connections across subjects (e.g., social studies and language arts) and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. A guaranteed and interdisciplinary curriculum provides equity and relevancy for an ethnically and culturally diverse student population.

- Culturally appropriate curriculum and instruction: A multicultural curriculum and culturally sensitive pedagogy enables students to appreciate and respect their own and each other's heritages and develop an understanding of multiple perspectives.
- Flexible supports: Many supports are provided within the classroom, the school and community. For example, pedagogical support includes literacy support, tutoring across subject areas, content instructional aides in classrooms, second language learning supports, guest lectures, real life experiences in the form of field trips, and invitational expert panels. Social support is facilitated through approximately sixty clubs and community sponsors.
- Diagnostic assessment: Teachers use a wide range of diagnostic assessments to evaluate how students learn as well as what they learn. These assessments inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- Inquiry-Based Assessment: Teachers use data to inform their instruction through inquiry-based assessment. Teachers periodically assess students on designated standards. The data around students' mastery is shared, analyzed and discussed at grade level and professional development team meetings. Collaborative meetings provide teachers with opportunities to identify and share successful instructional practices.
- Integrated Arts: Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects.
- Authentic Experiences: Students learn by applying the scientific method to hands-on experiments, field experiences and by interacting with others on community issues. Students interested in the STEM, GBF, Humanitas and the IB programs or enrolled in CTE classes consistently apply learning as it relates to everyday life and understanding of the world around them.
- Direct Instruction and Inquiry-Based Instruction: Teachers teach through both direct instruction and inquiry-based instruction based on the most used and effective instructional strategies (Marzano, Pickering and Pollock, 2005). Direct instruction strategies include cues, questions, reinforcement, advanced organizers, nonlinguistic representations, individual practice, lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class,

small group cooperative learning or one-on-one format. Inquiry based instruction strategies involve asking students to structure and solve problems, research and pursue information, generate and test hypotheses and draw inferences independently.

- **Community Service/Internships:** Community service and internships afford students the opportunity to apply their learning in real world settings, build relationships with adults and make contributions to their communities. Community service / internships mirror students' personal and career interests and range from volunteer and public service efforts to work in local childcare agencies or business offices. This strategy also supports the Community Action Service requirement of the students aiming for an IB diploma. In addition, students engage in many collaborative projects at the school site where they learn and use their interpersonal skills by negotiating and solving common problems.
- **Integrated Technology:** Students have a 1:1 device and are expected to use it for the purposes of enhancing learning. Technology is used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. Twenty first century teachers, a mix of digital natives and digital immigrants, are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology.
- **Co-teaching:** To ensure mainstream instruction for special education students in math, social studies and science, we use the co-teaching model in which there are two certificated teachers, a certificated general education and a special education teacher co-teaching within a single classroom. Teachers are regularly trained and attend ongoing professional development to stay abreast of techniques that support student learning. Both adults play an equal role in providing and supporting content instruction within a classroom.

Differentiated Instruction and Intervention

Differentiated instruction (DI) is the process in which teachers change their pace, teaching style and level of instruction based on student differences. Student differences include readiness levels, interests and learning preferences. It requires educators to look beyond grade level essentials and adjust their curriculum to reach identified student goals. PYP Interventions will be embedded within the classroom. MYP and high school students will be supported in class and with support from external tutors and tutoring programs like tutor.com.

Granada Hills Charter uses a tiered intervention system to provide all students with access to all academic programs so that students demonstrate grade level competencies. The process is as follows:

- Underperforming students are identified through various diagnostic measures
- Well qualified teachers provide instruction
- Performance and assessment data is used regularly to monitor progress

- Services are adjusted as needed and as required

Teachers use the following model to support differentiation in the classroom:

<p>Differentiated Instruction (DI) is a process in which teachers change their pace, teaching style, and level of instruction based on student differences. Student differences include readiness levels, interests, and learning preferences. Differentiation helps teachers respond to the needs of all students: English language learners, gifted and talented learners, those with disabilities, and others who learn in different ways and at different rates.</p>		
<p>Defines WHAT a student should know, understand or be able to do as a result of the study.</p>	<p>Defines HOW the student will access the content to make sense of the knowledge, understanding and skill specified by the curriculum.</p>	<p>Defines what the student will PRODUCE to provide evidence of knowledge, understanding, and skill throughout the period of learning.</p>
<p>Focus on standard of what the student will learn and modify how the student gains access to the content.</p>	<p>Focus activities on practices that expedite students obtaining the key knowledge, understanding and skills to interact with the curriculum in or to demonstrate learning.</p>	<p>Call on students to produce a demonstration of how they have owned knowledge, understanding, and skill of the learning.</p>
<ul style="list-style-type: none"> • Multiple texts and supplementary resources with varied reading levels • Varied computer programs • Varied audio-visual and/or audiotapes of key passages from the text so the student can listen to the information • Interests centers based upon student interests to drive reading and vocabulary instruction 	<ul style="list-style-type: none"> • Multiple texts and supplementary resources with varied reading levels • Varied computer programs • Varied audio-visual and/or audiotapes of key passages from the text so the student can listen to the information • Interests centers based upon student interests to drive reading and vocabulary instruction 	<ul style="list-style-type: none"> • Multiple texts and supplementary resources with varied reading levels • Varied computer programs • Varied audio-visual and/or audiotapes of key passages from the text so the student can listen to the information • Interests centers based upon student interests to drive reading and vocabulary instruction

<ul style="list-style-type: none"> • Determine the content that all students need to learn, some students need to learn, and few students need to learn. 	<ul style="list-style-type: none"> • Determine the content that all students need to learn, some students need to learn, and few students need to learn. 	<ul style="list-style-type: none"> • Determine the content that all students need to learn, some students need to learn, and few students need to learn.
<p>*Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Homework and Practice, Cooperative Learning, Nonlinguistic Representations, Setting Objectives and Providing Feedback, Generating and Testing Hypotheses, Cues, Questions, and Advanced Organizers - <i>Adapted from Mentoring Mind.</i></p>		

INTEGRATION AND USE OF TECHNOLOGY

Grades TK-8 Program

Technology plays a central role in the education of children in the 21st century. However, the use of and instruction of technology in the early grades should not come at the cost of foundational reading, math, writing, and thinking skills. Whatever a child can do with technology they should be able to do or think through without. That is why at the GHC grades TK-8 program we will begin with strong foundational preparation in the early years and slowly introduce devices and other technology in later years. In the early years, there is an emphasis on logic and critical thinking skills.

Students in the GHC grades TK-8 program will have access to tablets in the primary grades and Chromebooks in the middle grades.

Grades 9-12 Program

Granada Hills Charter believes that access to the internet and technology is an integral part of the instructional program designed to help students meet the GHC’s Expected Schoolwide Learning Results. The use of technology enhances students’ learning experiences by personalizing learning and creating new learning experiences. From the extensive use of technology in a 1:1 environment, GHC students will:

- 1) Use technology to take an active role in choosing, achieving and demonstrating an understanding of their learning goals
- 2) Develop organizational skills necessary to be successful in the digital world
- 3) Understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act in ways that are safe, legal and ethical
- 4) Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally
- 5) Use technology to access information and learn how to critically evaluate and process this information

At the center of student technology is the 1:1 Chromebook program that provides each GHC student with a Chromebook for use at school and at home.

With the Chromebook, students have access to tens of thousands of educational apps through Google Apps for Education. Google Classroom is the most widely used app at GHC, with nearly every classroom using the app to create and collect assignments, make announcements, and provide an online discussion forum for students. Students also have access to the full G Suite of Apps - Google Docs, Slides, Sheets, Drive, and Gmail. These apps are free to educational institutions and are the same apps available to businesses and government institutions.

There is no cost to the 1:1 program for students, and all students have access to a Chromebook at all times. In the event that students forget their Chromebooks or need a repair, loaners are available through the Chromebook support center. Students may elect to purchase the Optional Chromebook Protection Plan for \$20/year that covers any damage to the Chromebook or loss. Most replacement parts are covered under the school's warranty, and Hewlett Packard reimburses GHC for warranty repairs (details below). Since the inception of the program, the Chromebook support center has helped more than 9,000 students and has performed over 2,500 repairs.

Granada Hills Charter has full high speed wireless coverage in every classroom and T-Mobile Hotspots are available for students without wireless access at home. Students who use this service pay \$10 per month, and for students who demonstrate financial need, there is no cost.

Classroom Displays and Basic Technology

One hundred percent of GHC classrooms have projection systems, full audio systems, and all teachers have the option for document readers (often referred to as Elmos). Teachers have the ability to bring their laptop to any classroom and connect seamlessly to the room's projection system and other technology. While on the GHC campus, any user can connect to any Windows laptop or desktop and have access to all their files. Granada Hills Charter is in the process of phasing in 70-inch displays as current Smartboards need cost-prohibitive repairs. Each new display is estimated to last up to ten years with little to no maintenance; models purchased are commercial grade and designed to be in operation in excess of 12-15 hours per day.

Faculty Laptops and Peripheral Devices

All certificated faculty have a Hewlett Packard laptop (HP), which provides access to all network programs and applications, the full suite of Google products, and Microsoft Office programs.

Teachers also have access to peripheral devices such as wireless keyboards, desktop monitors, and tablets. The Technology Committee also reviewed and recommended the use of the Chromebit, a device that enables any HD display to operate as a Chrome device. Teachers can run Google Classroom, slides, Chrome browser, and any other Google App from the Chromebit. The Chromebit is operated using a wireless keyboard and mouse, enabling teachers to move freely throughout the classroom while presenting on the display.

Teachers have the ability to at the GHC reprographics center directly from their laptop - and have the print job delivered directly to their classroom. This both reduces cost of printing and makes it easier for a teacher to print lengthy documents such as exams.

Internet and Wireless Network

Granada Hills Charter has 1 GBPS (1-Gig) internet connection from Time Warner/Spectrum Business Class on a three-year contract with 99.999 percent guaranteed uptime. Through the Time Warner circuit, GHC connects to California's K-12 High Speed Network (K12 HSN), the internet backbone for educational institutions. The majority of both contracts are covered by eRate, a federal program for schools and libraries that provides discounts of up to 80 percent based on a school's participation in the national school lunch program.

There are two wireless access points per classroom, each capable of handling up to 40 different connections. Additionally, there are wireless access points on the exterior of every building. These access points provide wireless access in 100 percent of buildings and all exterior areas except the home side of the athletic field. Since the wireless network was installed by LAUSD as part of a bond financed technology upgrade, the network is configured and maintained by GHC.

On a typical instructional day, over 2,500 students are simultaneously accessing the wireless network, along with an additional 300-400 users on faculty and staff networks.

Enhancing Network Reliability

Given the dependency on a highly reliable connection to the internet, GHC has installed a secondary internet connection to utilize in the event of disruption to service. In the event of the failure of the primary internet connection, the secondary network would connect in less than ten minutes. Granada Hills Charter also maintains spare equipment for the internal wireless network, and the technology team has the ability to complete most repairs within thirty minutes.

Enhancing Data Security

Since 2003, GHC has used Microsoft Exchange for all email communication and storage. Although this server is physically located at GHC and managed internally, there are some drawbacks to using Outlook Exchange. These drawbacks include maintenance requirements, limited storage, limited customization/management, and security risks.

In July of 2017, all users migrated from Microsoft Outlook to Gmail. The benefits of migrating to Gmail include increased ease of communication with students and full integration with Google Classroom and Google Apps for Education, unlimited storage space for all users, and efficiencies due to the interaction Google's algorithms and other apps in the G Suite.

The majority of GHC faculty uses Google Drive to maintain files; as of April 2017 faculty and students store more than four million files using nearly twenty terabytes of drive space. These files are accessible from any device, continuously saved, and backed up by Google. In addition to the backups by Google, GHC uses an additional third-party backup application. In the highly unlikely event of failure or data loss by Google, GHC would be able to recover all data from the last overnight recovery point.

Granada Hills Charter also maintains several file servers on site, used primarily by administration and office staff. The files on these servers are not accessible off-site and are backed up nightly to a separate server on-

site and a third party off-site backup. Given the advantages of using Google Drive (or other cloud based storage), one of the goals of the technology department is to move more users to Google Drive.

COURSE CURRICULUM GRADES TK-8 PROGRAM

English Language Arts (ELA)

The ELA curriculum will have developmentally appropriate systematic instruction and built in diagnostic support in developing students' working knowledge of phonological awareness, phonics, vocabulary development, syntax, and fluency. ELA learning will intersect with social studies, science, and math. Each of the subjects will include vocabulary-building, comprehension, and writing activities.

Teachers will design a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers. To serve the needs of different students, visual, kinesthetic, drama, and musical literacy activities will support lessons in reading, writing, and speaking English.

English Language Learners and students who struggle with reading and writing will be given additional support with lessons using multiple modalities and through after-school tutoring, in ELA reading, writing, and speaking skills. Advanced readers will be given appropriate reading material for their skill levels, and practice comprehension skills through extension activities and more independent reading and writing projects. Goals will be established for all students so that they are aware of their reading and writing levels and take ownership of their progress.

Before the school year, the Charter School will require students to take the Fountas & Pinnell Benchmark Assessment System. This will determine reading levels and will guide small group reading skills curriculum along the continuum of literacy learning. Intensive small-group reading and individualized writing interventions will be a key component to supporting struggling readers and writers. Leveled reading texts will also be guided by the Fountas & Pinnell Leveled Literacy recommendations.

Teachers will design a system to showcase student writing such as publishing for the real world, writing letters to real people, or showcasing student work in public areas such as the library. The goal of writing lessons is for students to develop skills in self-expression and communication. Educational research suggests that students take responsibility for quality work when these are intended for peer or public readership.

Students will be exposed to a variety of genres and increasingly complex text. Reading level assessments will be used to help students choose books for independent reading, and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- Independent Reading: Every day students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class

and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups or students who require additional reading support.

- **On-going Assessment:** Assessment will be an important part of the reading program. At the beginning of the year and at the end of each trimester, teachers will assess students' reading levels. Additionally, teachers will use Informal Reading Inventories and conferences to assess progress on an on-going basis. This information will guide students in choosing appropriate independent reading books and help teachers differentiate instruction. The Charter School will also use the Accelerated Reader Program to allow students to read and take comprehension assessments individually.
- **Strategy Workshops/Mini Lessons:** In the workshop/mini lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

Format	Component	Materials
Thematic Units in other Content Areas	Independent reading	Teacher-selected non-fictional materials Teacher-selected core literature Benchmark Advance Benchmark Advance (ELD) Write From the Beginning Write From the Beginning and Beyond
	Content-specific literature study	
	Content-specific writing	
	Vocabulary development	
Thematic Units addressing essential PYP questions	Independent reading	
	Comprehension and word analysis strategy session	
	Strategic and systematic writing lessons	
	Shared reading/writing	
	Literature study	
	Guided reading	
Interdisciplinary Reading Workshops	Word work	
	Independent reading	
	Comprehension and word analysis strategy session	
	Shared reading/writing	
	Literature study	
	Guided reading	
	Word work	
	Individual conferences	
Interactive read-alouds		
Interdisciplinary Writing Workshops	Strategic and systematic writing lessons	Write From the Beginning Write From the Beginning and Beyond
	Shared writing	
	Independent and small group writing	

	Individual conferences	
	Conventions lessons	

To plan instruction, teachers will use professional books and resources by language arts specialists such as Lucy Calkins, Stephanie Harvey, and Jane Buckner, Ed.S. For writing support, we will have a volume of teacher developed materials and may consider materials available for IB PYP. These materials have a history of success and they align with GHC’s instructional program.

For learning handwriting and keyboarding skills GHC will use the curriculum developed by the organization “Learning Without Tears (<http://www.lwtears.com/>).”

Science

The NGSS content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council’s framework for science learning, which underscores the dynamic nature of science. As stated in the National Academies (2013) “Science comprises a body of knowledge and evidence-based theories” which prepare students for critical thought and literacy requirements to solve the complex problems of the 21st century.

The science program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (NGSS, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).

Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, incorporating an understanding of how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students’ understanding of linkage in different domains of science and engineering. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon CCSS. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

Math

The math curriculum will stress not only procedural skills but more importantly, conceptual understanding of mathematical concepts and their applications (Common Core State Standards Initiative, 2012). In

transitional kindergarten and kindergarten for example, students will experience number values through hands on learning, learning how numbers correspond to quantities, and learning how to put numbers together and take them apart. In the middle school students will engage in hands on learning in geometry, algebra, as well as probability and statistics.

Each content module of the math curriculum will be structured along the new core standards for mathematical practice and the standards for mathematical content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

In the PYP and the MYP programs, Math units will begin with hands on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangles with an assigned number of cubes. Next, a teacher might present a series of problems using the cubes. These problems will be differentiated by student ability. Using pre- and formative assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of $\text{Volume} = \text{length} \times \text{width} \times \text{height}$ would be introduced.

Students will continue to hone this of concepts understanding through more specific practice. As an example, lessons may typically begin with a brief mental math warm-up. The teacher may post a math problem such as 13×27 which students work on for a few minutes independently. Multiple methods of mathematical reasoning may be used to solve the problem. For the rest of the lesson, students may engage in whole class, small group, or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post activities that students are responsible for completing over the course of a week. Granada Hills Charter may work with Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>) Southern California division, Math for America (<https://www.mfala.org/>), Los Angeles, and Math Solutions (www.mathsolutions.com) and have access to a large library of resources including professional development, performance assessments, curriculum, and instructional tools.

Social Studies

The social studies curriculum will build awareness and develop analytical, social, and empathic skills so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse democratic society and an international mindset.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will learn through hands-on and context-based learning strategies, the skills of data collection and analysis, collaboration, decision-making, and problem-solving. Students will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of students (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; “production, distribution, and consumption”, “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. These lessons will be tied to the essential question units as proposed by the PYP framework.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one’s context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute’s (TCI) Social Studies Alive! (K-5) and History Alive (6-8).

Physical Education

Physical Education (PE) seeks to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of age appropriate physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards. Physical Education will take place daily. PE develops students’ awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus through practices of deep breathing and yoga. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Visual & Performing Arts

Visual and performing arts are integral components of the curriculum in the PYP and MYP programs. Supported by the curriculum developed by the Getty Center called the “Incredible Art Department” (<https://www.incredibleart.org/links/toolbox/curriculum.html>), students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi-modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era or enter an art competition for real life experience.

COURSE OFFERINGS GRADES 6-8

All courses are CORE/COLLEGE PREPARATORY unless noted (**Non-Core/Non College Preparatory**)

English 6

The focus of reading instruction in English 6 will be on continuing to make students more engaged readers through annotation and discussion of important themes in each text as guided by the MYP framework and the CCSS ELA Standards. Throughout the year, students will annotate text using various methods such as circling unknown words, asking questions, responding to the text, using highlighters meaningfully to distinguish components of the texts and other important details. As teachers collaborate and plan all contents with an interdisciplinary approach, students will receive reading questions for comprehension and discussions with a focus on summarizing, questioning, clarifying, and predicting.

At the end of each unit, students will participate in a writer's workshop wherein they compose various styles of writing, including narrative, literary analysis, persuasion, and exposition. These workshops will walk them through the layout of essay writing, with focus on citing and explaining textual evidence to support their arguments. Students will use the SEE-IDA – state, exemplify, elaborate, interpret, demonstrate and analyze – method and other teacher developed instructional strategies and mnemonics to respond to literary and other writing.

English 7

In this course students will continue to explore many writing genres such as expository, persuasive, collaborative writing and analytical essays in order to strengthen and enhance their reading and writing skills. Interdisciplinary writing will help students bridge their understanding of subjects and help them understand and relate to the interconnectedness of the world. They will analyze the connections between the texts they read, other contents and the real world. Throughout this course, students will read a variety of short stories, novels, essays, and poems governed by the principles of the MYP framework. Literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and strengthen identification of literary elements such as theme, plot, characterization, and figurative language and the overall impact of literature on society.

English 8

Students will continue to go in depth and develop analytical skills. Students will develop their analytical minds as they read a variety of texts that span several genres and come in many forms at or above grade level. They will learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. Through reading and Socratic seminars they begin to foster the skills needed to tackle different levels of understanding in Bloom's taxonomy and gain a greater understanding and appreciation of differing viewpoints.

Mathematics

Mathematics at grades 6-12 is organized into the conceptual categories defined by the Common Core Standards:

- Number and Quantity
- Algebra and Functions
- Modeling
- Geometry
- Statistics and Probability

These conceptual categories offer a starting and connecting point for all mathematics courses at GHC. In addition, the Common Core “Standards for Mathematical Practice” provide a framework for what students across grade levels should be able to do in each math class. These practices describe what it means to really “do” mathematics and are extensively reflected in teacher assessment and curriculum material.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

California Department of Education. (2010a). California’s common core state standards. <http://www.cde.ca.gov/ci/cc/>

Emphasis is placed on using mathematics to grasp and solve unfamiliar problems that may not match examples the student has seen before. Students will be encouraged to find patterns of reasoning, make and test conjectures, try multiple representations (e.g., symbolic, geometric, graphical) and approaches (e.g., deduction, mathematical induction, linking to known results), analyze simple examples, make abstractions and generalizations, and verify that solutions are correct, approximate or reasonable. Students will also be encouraged to rationalize each concept and skill. Students will gain confidence and fluency in handling formulas and computational algorithms: understanding their motivation and design, predicting approximate outcomes and computing them and applying them in real life situations.

Granada Hills Charter’s goal is to highlight mathematics as an integral part of the world around us. The teaching team will strive so our students see mathematics as an artistic, logical, and problem-solving endeavor woven into everyday applications. This approach will encourage students to use, interpret, and analyze the mathematical phenomenon present in everyday life and in more specialized career fields such as computer programming, engineering, architecture, actuarial sciences, Graphic Design, and more.

Math 6

Math 6 as based on the precepts of the CCSS and has five main areas of focus: operations with rational numbers; ratios and rates; writing, interpreting, simplifying, and solving expressions and equations; probability and statistics; and foundations of geometry. Teachers will have the ability to create curriculum that aligns the CCSS with the MYP framework.

Building on previous understandings, students will explore the meaning of each category of the full system of rational numbers including fractions, decimals, and integers. Students will demonstrate understanding, mastery, and fluency when performing operations with rational numbers. Building on this foundational knowledge or rational numbers, students will use reasoning to solve ratio and rate problems about

quantities. Connecting equivalent fractions to ratios and rates allows students to derive and extend understandings of relative sizes of quantities. These connections allow students to solve problems using a variety of representations and techniques including pattern recognition, linear graphing, and algebra. While rates and ratios provided an insight into a window of algebraic thinking, students will further develop their understanding and use of variables and algebra.

Building on and reinforcing their understanding of numbers, students will begin to develop their ability to think statistically. Students will recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. Students will recognize that a measure of variability can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students will learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in grade 6 will also build on their geometric understanding and reasoning about relationships among shapes to determine area, surface area, and volume. Students will find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students will discuss, develop, and justify formulas for areas of triangles and parallelograms. Students will also prepare for work on scale drawings and constructions in grade 7 and vertical articulation between teachers will be instrumental in meeting students' needs or bridging gaps in learning.

Pre-Algebra

Pre-Algebra has four main areas of focus: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Building on Math 6 foundations in ratios and rates students will expand their knowledge and understanding of these concepts by using proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease.

Students will develop a unified understanding of number, recognizing fractions, decimals, and percent's as different representations of rational numbers. Students once again must demonstrate mastery and fluency of addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between the operations. Developing algebraic reasoning and problem solving skills will continue to be a focus as students use arithmetic of rational numbers to formulate expressions and equations in one variable and use these equations to solve problems.

Students will continue their work with area from grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Algebra and Geometry students reason about relationships among two-

dimensional figures using scale drawings and informal geometric constructions, and gain familiarity with the relationships between angles formed by intersecting lines. Students will solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Probability and statistics is once again incorporated to build on student's previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students will begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences. These skills will also be applied in their science classes.

Algebra 1

The Algebra course is composed of four major units of study: Solving equations and inequalities, linear functions, quadratic functions, and rational expressions. In each of the major units of study, concepts will be explored using multiple representations so that students develop essential procedural and conceptual understandings in Algebra.

The basic foundations of the algebra curriculum are developed in the first unit of study. The central theme of this unit will involve solving multistep equations and inequalities. Students will be proficient in these skills which will then be applied to writing and solving multistep equations and inequalities for word problems. Each of the concepts in the first unit will be continuously revisited and reinforced throughout the remainder of the course.

During the second unit, students will use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention will be paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y- intercepts; using the slope- intercept form; and point slope form. With a strong linear functions foundation, students will transition into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically.

During the quadratic functions unit, students will begin to master the basic factoring techniques used extensively in the remainder to the Algebra curriculum. The concept of factoring will then be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will also need to master multiple factoring techniques including completing the square and using the quadratic formula. Students will then begin to apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

The final unit of study will emphasize computational mastery in a more complex algebraic manner. Students will apply basic techniques of adding, subtracting, multiplying, and dividing as they simplify rational expressions. Students will also expand their skills and knowledge of operations with fractions as they apply these skills to solving rational equations.

Geometry

The course will allow students to strengthen their inductive and deductive reasoning as they examine and develop arguments, contradictions, and proofs. A significant amount of definitions, postulates, and theorems will need to be mastered by students as they perform basic proofs and then apply these proofs to real world problem solving situations. The course includes several major units of study beginning with the basic components of geometry and then proceeding to concepts involving two and three-dimensional geometric figures. The basic components unit includes a review of key notations and visual representations that will be used throughout the course. Central to this unit are the angles relationships and properties that emanate from parallel lines cut by transversals.

Building on the basic components of geometry, the next unit relates to an extensive examination of triangles. Students will work extensively with two column proofs of triangle congruence and similarity. The triangle unit continues with a closer examination of right triangles. Students will know and apply the Pythagorean Theorem, Distance Formula, special right triangle relationships, and trigonometric functions to find unknown lengths and angles in right triangles.

The focus of the course then transitions to a more general investigation of the properties of two-dimensional figures including the relationships between angles and sides, and area and perimeter. Students then investigate the relationships and properties of three-dimensional figures involving computations and problem solving related to volume and surface area. Students will also develop theorems related to chords, secants, tangents, inscribed angles and polygons. These theorems will then be applied to problem solving situations that involve missing angle and arc measures, as well as finding the length of arcs, chords, tangents, and secants.

For students progressing above and beyond the requirements of these courses, differentiated instruction for additional challenges will be available and students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections; visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations.

Grade 6 Earth Science

In addition to the integrated science concepts that students learn in TK – 8 PYP, grade 6 students will deepen their understanding of the concepts of earth science. Students will understand how Earth's systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students will investigate the controlling properties of important materials and construct explanations based on the analysis of real science data. Students will understand the ways that human activities impact Earth's other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development. Students will examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. Students will create models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students will examine scientific data in order to understand the processes and events in Earth's history.

Grade 7 Life Science

The grade 7 science class will focus on the life science disciplinary core ideas from NGSS. The life sciences focus on patterns, processes, and relationships of living organisms through four core ideas. Lessons will reinforce organisms and go in depth into the many processes and structures. Our focus then broadens to consider organisms in their environment—how they interact with the environment’s living (biotic) and physical (abiotic) features. The core ideas in the life sciences will culminate with the principle that evolution can explain how diversity that is observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

Students engage in practices to apply their knowledge of core ideas and crosscutting concepts by not only in the sciences but connecting them to other disciplines by 1. Asking questions and defining problems (engineering); 2. Developing and using models; 3. Planning and carrying out investigations; 4. Analyzing and interpreting data; 5. Using mathematics and computational thinking; 6. Constructing explanations and designing solutions (engineering); 7. Engaging in argument from evidence; and 8. Obtaining, evaluating, and communicating information.

Grade 8 Physical Science

Physical science is composed of two major units of study with investigation and experimentation as an underlying theme throughout the course. Students will explore the concepts of basic physics and basic chemistry, and will establish a solid foundation upon which they can build for their high school science courses as well as maintain the integrity of the MYP framework.

Throughout the basic chemistry units, students will explore the properties of matter from subatomic particles to biological macromolecules. Specific topics will include density, structure of matter, reactions, periodic table organization and trends, and chemistry in living systems.

The basic physics units will address concepts of basics kinematics, including motion, and forces. We will also cover the role of gravity in forming and conserving the composition of solar system, stars and galaxies. Students will design and conduct experiments whenever possible to attempt to discover the underlying principles, laws and theories woven throughout physical science. Students will be required to collect evidence, state relationships between variables, and draw evidence-based conclusions from lab data.

Social Science

Grade 6 Ancient Civilizations

Since transdisciplinary understanding and complexity is built into the very core of the MYP program, it is difficult to allocate specific units to a grade level. In the event of teachers building the interdisciplinary units, these grade level unit allocations may change and evolve. The IB curriculum requires teachers to build the POI and flexibility is an essential component of curriculum development.

Ancient Civilizations will take us on a journey from the very beginning of human history to the formation of the first sophisticated societies. Students will learn about how evolutionary changes made it possible for early humans to adapt and survive in a brutal environment to establish communities, kingdoms, city-states,

and empires. The students will look at major turning points such as the agricultural revolution. Understanding of ancient river civilizations such as Mesopotamia, Egypt, Greece, Rome, India and China will be analyzed through multiple lenses - geography, religion, art, political structure, economy, and society. In doing so, students will develop higher levels of critical thinking by considering why civilizations rise and fall alongside acknowledging their contributions to society. Students will analyze the interactions among the various cultures emphasizing their enduring contributions and the link between the ancient and contemporary worlds.

Grade 7 Medieval History

Beginning with the fall of the Roman Empire and continuing through the Enlightenment, this class will tour through the events that shaped the modern world. Powered by hands-on simulations and experiential exercises, the CA Standards-based curriculum takes students on an unforgettable journey through time. This course is designed to provide a lens of the early medieval world in Western Europe, Asia, Africa and the Americas. As the New and Old World have been discovered through exploration, students examine a world perspective of the exchange of people, goods, and ideas. New economic systems arise and social hierarchies are compared in societies in Western Europe, China, India, Africa and Mesoamerica.

In Western Europe, students will examine religious and political development beginning from feudalism to the Magna Carta in which the powers of the monarchy were limited. Though religious and secular art were both prominent, the ideals of the Catholic Church played an important role in the way individuals lived. The corruption of the Catholic Church led to newfound Christian sects that are still prevalent today. This notion of religion vs. reason during the Enlightenment led many to question the ideologies of the Catholic Church especially in the realm of politics. This segues into the Scientific Revolution where skepticism was challenged with proof and facts.

Such political and religious developments are seen throughout the rest of the world as students study the origins and spread of Islam, Christianity and Judaism. Students study China's political development and its influence on Japan's feudal society and "Golden Age." As students unravel more knowledge on the East, they move towards the New World by understanding how the growth and spread of West African Societies played a role in European exploration and the rise and fall of the Meso American civilizations.

Grade 8 Early American History

In eighth grade history, students will learn the significance of the earliest colonists by exploring the development of social, economic, political structures and how they impacted society.

The course will open with an examination of the collision of Native, European, and African people on the continent and the formation of the Thirteen Colonies followed by the formation of the Constitution. Students explore the challenges of the newly formed government, the role of leadership and the art of diplomacy that makes nations successful.

The course continues with the nation's rapid westward expansion and the resulting impact on Native Americans, Mexico, and tensions between slave and free states. A detailed explanation of the causes, course,

and consequences of the Civil War follows with a focus on Reconstruction's failure to secure equal rights for African Americans.

Visual and Performing Arts

The standards for visual and performing arts are as follows:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections. Relationships and Applications

Students will explore the techniques of a wide range of artists that will allow them to develop their own artistic processes. The curriculum will be woven into other disciplines and allow for students to think creatively, make connections, appreciate the arts and develop their "whole" person. The benefits of arts education include:

- Enhance problem-solving skills, critical thinking skills, and learning in other subject areas
- Exposure students to a variety of cultures; develop empathy, tolerance, and openness in working with others
- Prepare students for success in college and in the 21st century workforce through innovation, creativity, and imagination
- Promote school culture, build a sense of community within the school, create ties to surrounding communities and provide a fun and challenging learning environment
- Provide opportunities for development in creativity and expressive power, accountability, collaboration, perception, self-confidence, performance/stage presence, improvisation, and expressive outlet.

Visual Arts (Non-Core/Non College Preparatory)

Art 1 is a California Visual Arts Standards foundational visual arts course. This class introduces students to the elements of art and principles of design, focusing on line, shape, color, form, space, balance, contrast, pattern, emphasis, and unity. Students will explore a variety of materials such as pencil, colored pencil, paint, watercolors, oil and chalk pastels, and ink. Students will learn how to apply the rules of perspective in a work of art, learn about proportions of the face, and how to create interesting and successful compositions. In addition to creating art, students read, write, and discuss art. Looking at a variety of worldwide traditions, and criticism are important components of the class. Students will learn how to describe and analyze works of art, as well as develop their own informed opinion about successful art.

Art 2 will be a continuing art course for students who desire to continue their artistic journey. Students will have more flexibility to develop skills they have learned by challenging and challenging individual thought and artistic expression. Art history and critiques will be important parts of the curriculum, and students will continue to develop their abilities to read, write, and discourse about art.

Performing Arts (Non-Core/Non College Preparatory)

In the Performing Arts students will,

- Comprehend how techniques and practices of dance, music, and visual art are used for creative thought and artistic expression
- Execute basic production processes in the areas of dance, singing, stage direction, choreography, and design
- Acquire knowledge of diverse historical and multi-cultural dimensions and traditions of dance, art, and music
- Formulate assessments of quality, both, creatively and critically in works of dance, art, music, and other related art forms.

Elementary and Middle School Dance (Non-Core/Non College Preparatory)

Students will continue self-expression through the medium of dance. The goal is

- To foster independent thinking and to provide students with a nurturing and challenging educational environment through a rich diversity of dance disciplines, techniques, technologies, and productions.
- To provide superior teaching and individualized mentoring; the classroom will focus on the studio, the stage, and incorporating cross-curricular lessons and projects.

All students in every skill level, grades TK-8 will explore the traditional and non-traditional art forms. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology, technical skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements will culminate with opportunities for students to perform in annual concerts, community events, competitions, and school events.

Physical Education (Non-Core/Non College Preparatory)

The health and physical fitness California Content Standards support nutrition and healthy choices that improve the quality of life. Students demonstrate knowledge and understanding through the performance of exercises, written examinations and observations by the instructor. The goal of Physical Education class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. Physical Education is divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities
- Physical fitness for health and performance, fitness concepts, principles and strategies.
- Psychological and sociological concepts, principles, and strategies

Middle School Physical Education will engage all students on a daily basis and promote staying active. Awareness of good nutrition and overall good health that contributes to students' health and wellness to become productive members of society is essential to adopting a positive lifestyle. Along with regular exercise routines, GHC will offer team sports like flag football, basketball, baseball, soccer and also try and incorporate some non-traditional sports like ultimate frisbee, team handball and rugby. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course will also provide a setting for adolescents to learn appropriate social interaction, communication and leadership skills.

COURSE OFFERINGS GRADES 9-12 PROGRAM

All courses are CORE/COLLEGE PREPARATORY unless noted (**Non-Core/Non College Preparatory**)

The core UC/CSU A-G standards-based curriculum has a College Board number and courses are approved by the University of California Office of the President (UCOP) for all ninth through twelfth grades. Granada has a clearly articulated highly effective curricular plan generating a current 96 percent graduation rate with 90 percent of graduates consistently attending 2-year or 4-year colleges and universities. A guaranteed standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of language arts, mathematics, science, social studies, visual and performing arts, health, physical education and world languages and cultures. Granada uses the California standards as the center of its academic programming to meet accreditation standards as established by the governing board of the Western Association of Schools and Colleges. Courses are offered in applied technical arts, English language development, English language arts, physical education, mathematics, science, social science, special education, visual and performing arts, and world/heritage languages. Students access the core curriculum in their college preparatory or academic program classes.

CURRENT ACADEMIC PROGRAM DESCRIPTIONS

The Granada Guaranteed Curriculum (GGC) Academic Program is designed for students who want the most flexibility in course selection. GGC provides access to all honors and AP courses. Within the GGC, students have the opportunity to select an interest strand from the following: Math and Science, Humanities and Arts, Business and Economics, and Social and Behavioral Sciences. The interest strands consist of a series of required and elective courses.

The Global Human Initiative Program (GHI) is a clustered program. The focus of this program is on philosophical, historical, and literary ideas on social justice. The team includes teachers from the arts, sciences, and math. The GHI teaching staff is passionate about supporting community, growing empathy, and working collaboratively to make people's lives better. Teachers work on aligning skill instruction across departments to help students engage in projects for social change.

The Humanitas/New Media Program (HU/NM) is a program with two cohorts in each grade level. The focus of this program is a liberal arts curriculum that incorporates fine arts, digital media, and film production in a project-based interdisciplinary, team-taught approach. Students interested in a strong academic program that is supported by teamed teachers who provide a nurturing environment will enjoy this program.

The iGranada Program (iGz) is a blended learning program that incorporates both online learning and face-to-face instruction allowing for full flexibility of student programs and student support. The program is designed with a unique and flexible collegiate-like schedule allowing access to the full high school experience. Students engage in a variety of instructional strategies for success; project-based learning, collaboration, seminar instruction and peer interaction.

The iGranada Digital Arts and Sciences Program (iGD) is a blended learning program that incorporates both online and face-to-face instruction designed for students interested in careers in digital arts and media while accessing the comprehensive high school experience. Course sequences include coding, app building, website design, video editing and project management. Students have access to the same tools as multi-media professionals in a collaborative working environment and can earn certification in HTML, Adobe and Java. All iGranada coursework (iGz and iGD) meets the UC/CSU eligibility requirements and is approved by the NCAA, a rigorous and highly selective certification.

The Science, Technology, Engineering and Mathematics (STEM) is a clustered program. The focus of this program is an integrative approach to science, math, technology, and engineering. Students in the STEM program are expected to take four years of foundational science and math courses that go beyond the graduation requirements. This program integrates coursework in language arts, mathematics, and science.

The International Baccalaureate Middle Years Programme (IB MYP) in grades 9 and 10 is designed for students who want to pursue a rigorous international and service oriented curriculum. In accordance with the principles of the International Baccalaureate Organization's philosophy, students in this program will experience a well-balanced curriculum focused on STEM, the Humanities, languages, service work, and public speaking to develop themselves into confident leaders in their community. Students will complete a self-directed culminating IB community project and an externally assessed IB personal project aimed at developing the habits of lifelong learning. This program will also provide students with a foundation for success in the GHC IB Diploma Programme that begins in the 11th grade. The Granada IB MYP program in grades 9 and 10 is open to students matriculating from the IB MYP program after 8th grade and students entering Granada for the first time in 9th grade.

Other academic programs may be developed and offered.

OPT-IN PROGRAMS FOR STUDENTS ENTERING GRADES 10 AND 11

The Global Business and Finance Program (GBF) is a clustered program for students in grade 10 and above. The focus is designed for students who wish to pursue a business career. The GBF program consists of courses in money and banking, business statistics, and business entrepreneurship. This program provides training in interviewing, job application, and resume building along with an extensive exposure to a variety of business related careers in a team-taught environment. Students have access to job shadowing and summer internships during grades 11 and 12.

The International Baccalaureate Diploma Programme (IB) is available for students in grades 11 and 12 and caters to creative students who like intellectual collaboration and embrace hard work. Students interested in the IB Programme must complete an IB Diploma Programme interest form and application during the spring semester of tenth grade. Full Diploma candidates will be given priority into IB classes.

AP Capstone Diploma Program (APC) is built on the foundation of two courses – AP Seminar and AP Research – This program is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. Students who earn a 3 or above in four or more AP courses and complete the

two foundation courses are eligible for an AP Capstone Diploma. Students interested in the AP Capstone Diploma Program must complete an AP Capstone Diploma interest form and application.

All programs offer full access to honors courses, AP courses, IB courses, and preparation for the International Baccalaureate Diploma Program and AP Capstone in grades 11 and 12. All courses in every program are accredited by the Western Association of Schools and Colleges and are transferable to schools throughout the United States. Students who graduate from GHC and earn a C or better in the required courses will meet the UC/CSU “a-g” subject area requirements and the NCAA course requirements unless otherwise noted in their Individualized Education Plan.

CAREER TECHNICAL EDUCATION

Career Technical Education (CTE) classes offered at Granada Hills Charter High School help students investigate a variety of careers in real world environments, plan their coursework to serve their career goals, and obtain training from industry professionals with extensive experience in their fields. CTE courses help students prepare for post-secondary institutions where they can continue their career-oriented educations. These classes are designed to develop the competence, confidence, critical thinking skills and contextual understanding that will promote career success after graduation. Ongoing research of regional job markets directs our curricular choices to insure students have the most up-to-date technical and soft skills required in today’s dynamic job markets. Many of our CTE courses offer an opportunity to earn professional designations recognized in their respective fields of employment. All of our CTE pathways integrate opportunities to represent GHC high school in national and regional competitions where they employ their career skills in real world scenarios.

ARTS, MEDIA AND ENTERTAINMENT (AME) SECTOR

CTE PATHWAY: DESIGN, VISUAL AND MEDIA ARTS (PATHWAY CODE 111) (Non-Core/Non College Preparatory)

WEB DESIGN/ JAVASCRIPT 7200

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This code is used for AME courses that are introductory to and include content for more than one pathway within the AME sector. This course recruits students into a variety of AME pathways, allowing them to make a more confident decision about which one to pursue. Aligns with Introduction to Arts, Media, and Entertainment (7200), and serves as an introductory course for first year pathway students.

DIGITAL MEDIA/ GRAPHIC DESIGN 7211

This course also meets the VAPA graduation requirement and the UC/CSU “f” requirement

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course provides students with an in depth experience with digital design tools, processes and systems common to careers in graphic arts and digital production. Career examination and skill building include

printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production. Aligns with Intermediate Graphic Design (7211), and serves as a Capstone course for second year pathway students.

DIGITAL PHOTOGRAPHY/ PHOTOJOURNALISM 7212

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course provides students with an in depth understanding of digital design tools, processes and systems common to careers in graphic arts and digital production. Close examination of topics includes printing enterprise, art and copy preparation, graphic design, image generation and assembly, production photography, graphic reproduction operations, binding and/or finishing related to digital imaging, printing, and digital production.

BUSINESS AND FINANCE SECTOR

CTE PATHWAY: FINANCIAL SERVICES (PATHWAY CODE 180)

MONEY & BANKING 7400

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course introduces students to key business concepts found in the Business Management, Financial Services, and International Business pathways. Students are introduced to the financial world and develop financial literacy through the study of income and wealth; financial institutions; how businesses raise capital; and study key investment-related terms and concepts. Students learn key concepts for managerial accounting, including manufacturing and cost accounting and budgeting. Students develop an understanding of how and why businesses choose to expand operations into other countries. Students examine careers in business, both as employees and as business owners. Aligns with Introduction to Business and Finance (7400), and serves as an introductory course for first year pathway students.

BUSINESS STATISTICS 7422

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: None

This course introduces students to statistics and finance through business applications that enhance their future employment and college prospects. It is taught in a computer lab setting where students apply Excel software in projects that mimic real world business applications. These authentic projects illuminate abstract statistical concepts in a variety of real world contexts, and culminate in documentation of their skill acquisition for submission to prospective employers. Besides developing statistical proficiencies, students master Excel software, expand their financial literacy skills, and learn financial industry practices. Students learn how accounting processes are used to provide important financial information to internal and external stakeholders. Accounting simulations and business case studies teach the computation and analysis of revenue streams and revenue forecasting. Related topics include: net present value, internal rates of return,

subsidiary ledgers, financial statements, asset valuation, depreciation methods, flexible budgets, and capital budgeting decisions. Students become certified as Microsoft Office Specialists in Excel. Besides meeting all requisite CTE content and pathway standards, this course can serve as the UC/CSU recommended fourth year of “C” math. Aligns with Advanced Financial Services Business Accounting (7422), and serves as a Capstone course for second year pathway students.

FINANCIAL SERVICES 7421 (Non-Core/Non College Preparatory)

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: None

This course discusses the economy and the factors that influence the success of businesses and products. Students will understand the roles of citizens, workers and consumers and the importance of planning, organizing, and controlling the monetary resources of a business. This course describes forms of business ownership, discusses the relationship of labor and business, and applies techniques for managing human resources to maximize operational efficiencies and effectiveness. Students will demonstrate characteristics of professionalism in working relationships with customers and employees. This Course integrates economic principals with entrepreneurship/business concepts.

BUSINESS ENTREPRENEURSHIP 7410

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: None

This course provides an in-depth, hands-on introduction to business technologies used for business communication. Topics include communication through digital documents, presentations, data computation and presentation, as well as how to represent themselves through digital media to society. This course applies the principles of ethical and effective communication in the creation of business letters, memos, emails, as well as written and oral reports for a variety of business situations. Concepts taught in this course will satisfy local computer literacy requirements and prepares individuals to create business correspondence, reports, publications, and forms by using computer operating systems; word processing; database, spreadsheet, and desktop publishing software; hardware and peripherals. Related topics in this course include human relationships and effective communication, issue analysis, decision-making and problem-solving, leadership qualities and styles, and ensuring successful teamwork.

HOSPITALITY, TOURISM AND RECREATION SECTOR

CTE PATHWAY: FOOD SERVICE AND HOSPITALITY (PATHWAY CODE 201)

CULINARY ONE 8020 (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This concentration course prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and also prepares students with food production, preparation, and service skills. Instruction includes topics such as finding nutritive food values; planning,

selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutrition and health; safety and emergencies; food safety and sanitation; meal management; food preparation; food purchasing; food in culture; the science of food and nutrition; food costs and production; and food technology. This course provides a solid background for a wide range of careers such as food service and hospitality, food science, dietetics, and nutrition. Aligns with Intermediate Food Service & Hospitality (8020), and serves as the introductory course for first year pathway students.

ADVANCED CULINARY ARTS AB 8021

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Algebra 1AB- Culinary Arts 1

This is as UC/CSU approved course as follows: Advanced Culinary Arts is the capstone course in an Advance Food Service and Hospitality Pathway in a dual-block (2-period) class. This course contains an integrated real world work-study component throughout the academic year. Students will acquire the management and culinary skills needed for a career in the restaurant and foodservice industry. Critical thinking, analysis and mathematical calculations are embedded in key assignment throughout the course. Students will use critical and innovative thinking to solve pertinent problems that restaurants face, they will prepare multiple standard and original recipes, and they will practice these skills through projects, key assignments and full catering experiences throughout the academic year. Students will be eligible to compete in available local, state and national competitions for scholarships and internship opportunities and upon completion of this course students will be qualified to begin work in the restaurant and food service industry or pursue post-secondary education opportunities. Existing articulation agreements provide students completing this course and final exam four (4) units of dual credit for Los Angeles Trade Tech Culinary Arts 60 (ClnArt 60). Aligns with Advanced Food Service and Hospitality (8021), and serves as the Capstone course for second year pathway students.

TRANSPORTATION SECTOR

CTE PATHWAY: SYSTEMS DIAGNOSTICS, SERVICE, AND REPAIR (PATHWAY CODE 221)

INTRODUCTION TO SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR 8530 (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This introductory course will offer first year students a unique perspective of the skills and knowledge required for an entry level position in the systems diagnostics, service, and repair of vehicles of the twenty first century. The instruction will concentrate on but will not limited to the fundamentals of shop safety, tool identification and proper use along with basic repairs and maintenance of modern vehicles. Aligns with Introduction to Systems Diagnostics, Service, and Repair (8530), and serves as an introductory course for first year pathway students.

ADVANCED SYSTEMS DIAGNOSTICS, SERVICES, AND REPAIR (CAPSTONE) 8532 (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This capstone level course will provide students with the opportunity to function in a variety of roles within this pathway. Students will demonstrate competency in the skills and knowledge acquired in introductory and concentration level courses. Students will participate in work-based learning opportunities which can lead to internships. Students that successfully complete the course of study will qualify for industry recognized certifications. Upon completion of this course, students will be prepared for an entry level position at a vehicle repair facility. Aligns with Advanced Systems Diagnostics, Service, and Repair (7422), and serves as a Capstone course for second year pathway students.

ENGINEERING & ARCHITECTURE SECTOR

CTE PATHWAY: ENGINEERING TECHNOLOGY (PATHWAY CODE 153)

INTRODUCTION TO ENGINEERING & ARCHITECTURE 7700

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This introduction course provides students with the foundational concepts required for pursuing career pathways within this industry sector. The skills and content knowledge helps prepare students to continue their education in multiple pathway concentrator courses within this industry sector. Aligns with Introduction to Engineering and Architecture (7700), and serves as an introductory course for first year pathway students.

ROBOTICS 7721 (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Introduction to Engineering & Architecture 7700

This capstone course further builds upon the Engineering and Architecture introduction course, multiple pathway concentrator courses, and is the final course taken which prepares students to work and pursue further education in multiple career pathways. This career technical education capstone course provides content, skill development and leadership training which prepare students for the world of work and to pursue further education such as industry certifications and a postsecondary degree. Aligns with Advanced Engineering Technology (7721), and serves as a Capstone course for second year pathway students.

Computer Science

Computer science is an essential component of a broad and comprehensive education, containing necessary foundational concepts and corresponding practices that ensure opportunities for success in our increasingly competitive, globally connected economy. Computer science education fosters personal fulfillment by motivating students to become creative innovators. Students can build confidence in solving complex, open-ended problems through the creation of computational artifacts. In the GHC high school program, computer science education is implemented using a project-based approach, encouraging educators to

actively engage students via solid pedagogical practices that empower students to construct knowledge in a student-led environment. As a field, computer science itself incorporates problem solving, communication, critical thinking, creativity, and collaboration into its work. At GHC, we encourage students to study computer science core concepts within a context of its potential impacts on both local and global communities. These core concepts are coupled with core computer science practices that expressly require students to foster an inclusive computing culture addressing diverse needs and unique perspectives. As such, the study of computer science is a key factor in developing student empathy and celebration of diversity.

EXPLORING COMPUTER SCIENCE AB

Grade Level: 09

Course: Full Year

Recommended Prerequisite: None

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The overall goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.

At Granada Hills Charter School, students who successfully complete this course are expected to be able to express algorithms using Scratch programming language. Students will complete several complex projects, including creating a website in HTML, designing a game in Scratch, and developing programs in an additional programming language (if time permits). Students will understand the data structure of computers, including garbage collection, overwriting data, and efficient methods of utilizing RAM. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. As a result of this course, students will be adequately prepared for AP computer science and/or additional programming classes.

AP COMPUTER SCIENCE PRINCIPLES AB

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: None

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP COMPUTER SCIENCE AB

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: “C” or better in AP Computer Science Principles

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

HL IB COMPUTER SCIENCE 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: “C” or better in AP Computer Science A

The IB DP Computer Science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

English Language Arts

The four-year English program provides students with reading, writing, speaking and presentation skills needed for all post-secondary college and career choices. The content of the program, aligned with the National Common Core Standards, develops critical reading, writing, researching and thinking skills through the study of relevant literary works from a wide range of genres, eras and literary styles. The curriculum encourages responsible social interaction through group discussions and presentations, and seeks to cultivate an appreciation of literature as means for knowing ourselves and others.

Students meet “a-g” requirements by taking the following courses in sequence: English 9AB, English 10AB, English 11AB, English 12AB and elective classes. At all grade levels student writing proficiency is measured by departmental internal assessments that are graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in and out of the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

Honors, AP and IB courses are available to meet the needs of the gifted and talented students. AP and IB classes are offered side by side. AP English Language and AP English Literature offer advanced course work culminating in an externally scored exam. The IB program is offered to all students at all skill levels who are interested in the Diploma Program, a comprehensive set of courses across all academic disciplines.

ESL 1A, 1B (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Non

This beginning course introduces students to pronunciation, conversation, grammar, reading comprehension and vocabulary acquisition in English. Accent reduction is stressed.

ESL 2A, 2B (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Intermediate Language Proficiency

This intermediate course engages students in literature and expository writing in English. Acquisition of grammar and vocabulary continues with a focus on accent reduction and idiomatic expressions.

ESL ADVANCED 3 AND 4

Grade Level: 9-12 Course: Full Year

Recommended Prerequisite: Advanced Language Proficiency

These courses are the equivalent to English 9AB. They build upon the language skills acquired in ESL 1 and 2, and channel students toward the English Language Arts curriculum and standards while supporting the English Language Development standards. Students are exposed to texts in all genres-short stories, novels, plays, poetry and the social/philosophical context of literature. While supporting listening and speaking skills through various activities, reading and writing skills are built through core and benchmark assignments. Students are exposed to literary and analytical assignments that will ease and facilitate their transition into mainstream classes. By the end of the second semester, students should be able to produce multi-paragraph essays and be able to work on a research paper. Students are required to complete all 9th grade benchmarks and core assignments.

CP ENGLISH 9AB

Grade Level: 9-10

Course: Full Year

Recommended Prerequisite: None

These courses are designed to build upon the students' prior knowledge of grammar, vocabulary, word usage and the mechanics of writing. Students will be exposed to expository text, novels, plays, poems and the social/philosophical context for world literature. The 9th grade course introduces students to various genres of literature with writing exercises linked to the reading selections. Through the benchmark and core assignments, designed to correspond to the Common Core Standards for English/Language Arts, students develop literary analysis skills, with particular emphasis on character development, conflict and the close reading of poetry. Students learn to write expository, analytical essays about literature, and to become skilled in oral expression; all classes require individual and/or group presentations. All 9th grade students complete a research project. The core reading and writing assignments for the department are available from the department chair.

H ENGLISH 9

Grade Level: 9

Course: Full Year

Recommended Prerequisite: None

English 9 Honors provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills in preparation for honors-level work in the sophomore year leading to Advanced Placement and/or International Baccalaureate courses. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as the 10th grade Honors course. Each semester culminates in either complex final project or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

CP ENGLISH 10

Grade Level: 10

Course: Full Year

Recommended Prerequisite: Grade 9 English

These courses are designed to build upon skills introduced and developed in English 9. Students will read, analyze, discuss and write about expository text, novels, plays, poems and the social/philosophical context for world literature. The 10th grade course introduces students to various genres of literature with writing exercises linked to the reading selections. Through the benchmark and core assignments, designed to correspond to the Common Core Standards for English/Language Arts, students develop literary analysis skills, with particular emphasis on the rhetorical analysis of nonfiction works. Students learn to write expository, analytical essays about fiction and nonfiction, and continue to develop skill and confidence in oral expression through presentations, seminars and other activities. The core reading and writing assignments for the department are available from the department chair.

H ENGLISH 10

Grade Level: 10

Course: Full Year

Recommended Prerequisite: Honors English 9 with a B or better, or Teacher recommendation, or PSAT Language score 600+

English 10 Honors builds on skills taught in English 9 Honors. In this course, students refine skill in literary analysis, focusing with greater depth on the techniques and effects of both informational and literary genres. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. Student writing also

advances through development of more sophisticated argumentation. As they develop their writing skills and respond to claims, students formulate nuanced and sophisticated arguments using a range of textual and multimedia evidence and, when appropriate, personal experience to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as the 11th grade Honors, AP English Language or IB HL English course. Each semester culminates in either a complex final project or comprehensive written exam that allows students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

CP ENGLISH 11AB

Grade Level: 11

Course: Full Year

Recommended Prerequisite: Grade 10 English

English 11AB is a full-year survey course of American Literature providing students with a balanced language arts curriculum focusing on major literary works produced in the Americas from the 17th through the 21st centuries. The course consists of texts from every genre: novels, short stories, plays, poetry, non-fiction, essays and visual media. The course may be taught chronologically or thematically. The focus of instruction is to develop critical reading, writing, thinking and research skills in the students who will demonstrate mastery of those skills through oral, visual and written assessments. The course aligns with the Common Core State Standards for English Language Arts by providing instruction in and demonstration of college- and career-ready skills of close reading, analysis, understanding, synthesis and application of knowledge of informational and literary texts. Students write short reflections on the themes or critical questions for each unit, personal narratives, poetry, process papers on rhetorical and literary analyses, as well as annotated bibliographies and summaries of research sources. Students utilize a variety of technological tools and digital platforms to research, compose and present their learning in written, oral and multimedia projects.

H ENGLISH 11AB

Grade Level: 11

Course: Full Year

Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+

English 11AB Honors is a full-year survey course of American Literature providing students with a balanced language arts curriculum focusing on major literary works produced in the Americas from the 17th through the 21st centuries. The course consists of texts from every genre: novels, short stories, plays, poetry, non-fiction, essays and visual media. The course may be taught chronologically or thematically. The focus of instruction is to develop advanced critical reading, writing, thinking and research skills in the students who will demonstrate mastery of those skills through oral, visual and written assessments. The course aligns with

the Common Core State Standards for English Language Arts by providing instruction in and demonstration of college- and career-ready skills of close reading, analysis, understanding, synthesis and application of knowledge of informational and literary texts. Students write short reflections on the themes or critical questions for each unit, personal narratives, poetry, process papers on rhetorical and literary analyses, as well as annotated bibliographies and summaries of research sources. In honors classes, students routinely annotate literary and non-fiction texts in preparation for student-led discussions, such as Socratic Seminars, and student-initiated individual and group research projects. In preparing for such assignments, students utilize a variety of technological tools and digital platforms to research, compose and present their learning in written, oral and multimedia projects. Honors level classes require more substantial practice in rhetorical analysis, literary analysis and exposure to complete texts.

Honors students also complete a research project in which they demonstrate their ability to write an original hypothesis or research question in response to a theme in American culture, or a specific work of American Literature, locate and access resources, read and summarize materials and evaluate the validity of the sources as they compose an extended position or persuasive paper through the composing stages of outline, draft, revision and polished final version. Accompanying this research is a visual and oral presentation either individually or with a small group. The nature of the topic requires that students investigate a complex or controversial issue related to American Literature or History.

All honors English 11 classes have a comprehensive written final exam or a project-based culminating final assignment.

AP LANGUAGE AND COMPOSITION

Grade Level: 11

Course: Full Year

Recommended Prerequisite: Honors English 10 with a B or better, or Teacher recommendation, or PSAT Language score 600+

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

ENGLISH 12

Grade Level: 12

Course: Full Year

Recommended Prerequisite: English 11

English 12 exposes seniors to a wide variety of works of literary merit, drawn from ancient and modern texts from around the world. Classroom and independent reading assignments emphasize literary analysis at its highest level, reflecting critical thinking, interpretation, synthesis and evaluation. Course content reinforces the skills needed in college writing, including expository and rhetorical analysis of nonfiction, research writing, and literary analysis. This course provides instruction and opportunities for students to

become effective communicators, who are able to read, write, converse, and listen for a variety of purposes; information managers, who are able to locate, access, organize, evaluate, and apply information in a complex and technological world; problem solvers, who are able to apply a variety of thinking, creative, and computing skills to produce solutions for practical and theoretical problems; productive members of society, who are able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community; lifelong learners, who are able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment. All students are required to complete a senior project: a multi-page, MLA formatted research paper/report and an oral, multimedia presentation on an appropriate and interesting topic of their choice.

Integrated with the literature component is Advanced Composition. This course is designed to refine students' writing skills. As a core assignment, students compose a personal essay to meet the requirements of college or career applications. Although creative writing opportunities may be present, the course focuses on non-fiction, scholarly, or formal writing, including a documented paper on an original thesis. All seniors must participate in a senior project, the details of which are provided to the student by his/her individual teacher.

AP LANGUAGE AND LITERATURE

Grade Level: 12

Course: Full Year

Recommended Prerequisite: Recommendation and Completion of AP Packet

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

HL IB ENGLISH 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB ENGLISH 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program Language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

ELECTIVES

CP JOURNALISM AB OR 1

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Non

This introductory course exposes students to the fundamentals of journalism and prepares students to join the staff of the Charter School newspaper, the Plaid Press. Based on curriculum recommended by the Journalism Education Association, students master basic journalism skills and learn to write news and feature stories. Editorial and critical review writing is also taught. Production of the newspaper is also addressed and students are introduced to page design and photo-journalism. The curriculum covers journalism law and ethics.

CP JOURNALISM 2

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: Journalism 1 or Teacher Approval

An authentic application of skills taught in Journalism 1, the purpose of Journalism 2 is to produce a school newspaper that focuses on the events and trends affecting students and those in the Granada Hills High School community. Students perform all publication duties, including but not restricted to reporting, writing, editing, page designing and distribution of the paper to the student body. Students produce the newspaper using Adobe Creative Suite, a professional computer program.

CP SPEECH AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course offers instruction in the fundamentals of effective oral delivery, interpersonal communication and public speaking skills. Students practice effective use of voice, diction, body control and analysis of audience. The instruction stresses organization, selection and arrangement of material, use of transitions and rhetorical effects as students prepare and deliver brief speeches to inform, persuade, and entertain. While students may be selected to participate in competitions, the main focus of this course is to prepare students for advanced speech and forensic competitions in the community.

CP ADVANCED SPEECH AB

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: Speech

This course provides advanced training in the skills of debate, persuasion and dramatic interpretation. Students will employ the rules of evidence and clear, logical thinking in their speeches. In delivery, students will enhance their meaning by employing rhetorical devices, extended use of parallelism, repetition, and analogy. Advanced speech students will compete in local, regional and state competitions.

CREATIVE WRITING AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Students will develop skills in a wide repertoire of creative fiction and non-fiction via critical reading, writing, peer editing, revision, proofreading, peer assessment, and publication.

This one-year creative writing course targets college-bound seniors who will develop advanced skills in reading, self-expression, and communication via building a repertoire of writing genres. Each student is a writer and artist developing an individual voice in a community of writers who serve as a sounding board, editor, and audience. This rigorous course is built around in-depth studies of various non-fiction and fiction genres, such as essay, poetry, lyrics, short story, memoir, screenplays, novel, and drama. Pivotal to the curriculum is the deepening of student's critical reading, writing and thinking skills and their ability to extend their understanding of complex material via both reading and writing. In addition, they are expected to increase their understanding and application of techniques employed by professional authors. They will read rhetorically to examine relationships between an author's purpose or theme and audience, to analyze

the impact of content, structure, and style and to develop expertise in writing, revision and editing. Assessment will be both oral and written and each student must maintain an ongoing portfolio from which they will submit work for publication.

Creative Writing provides instruction and opportunities for students to become effective communicators, who are able to read, write, converse, and listen for a variety of purposes; problem solvers, who are able to apply a variety of creative skills; productive members of society, who are able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community; lifelong learners, who are able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking

Mathematics

The GHC high school program's mathematics department is dedicated to providing students with a comprehensive mathematics program enabling them to use mathematics in everyday life and the workplace as well as providing a rigorous, college preparatory curriculum. Our courses are grounded in the California State Standards and the Standards for Mathematical Practices. We support the vision of school mathematics described by the National Council of the Teachers of Mathematics:

Students confidently engage in complex mathematical tasks chosen carefully by teachers. They draw on knowledge from a wide variety of mathematical topics, sometimes approaching the same problem from different mathematical perspectives or representing the mathematics in different ways until they find methods that enable them to make progress. Teachers help students make, refine, and explore conjectures on the basis of evidence and use a variety of reasoning and proof techniques to confirm or disprove those conjectures. Students are flexible and resourceful problem solvers. Alone or in groups and with access to technology, the goal is to work productively and reflectively, with the skilled guidance of their teachers. Orally and in writing, the objective is for students to communicate their ideas and results effectively. The result will be to value mathematics and engage actively in learning it.

The goal of mathematics instruction is to lay a foundation of math literacy in concept and application. Students express, interpret and use mathematical concepts to construct valid arguments and solve real-world problems, and demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. In addition to classroom instruction, teachers use Khan Academy, an online mathematics coaching program, to provide support for struggling math students. Three years of college preparatory math including Algebra 1 AB, Geometry AB, and Algebra 2 AB are required for graduation. All students are strongly encouraged to take four years of mathematics.

GRADE NINE MATHEMATICS COURSE PLACEMENT POLICY

The policy of the Granada Hills Charter Governing Board is to place all incoming grade nine students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers. This policy also meets the Legislative intent of the Mathematics Placement Act of 2015. This policy is subject to change per legislative action or GHC Governing Board action.

Grade Nine Mathematics Course Placement Process

In determining the mathematics course placement for entering grade nine students, the Charter School systematically takes multiple objective academic measures of student performance into consideration.

The high school program's counselors make an initial mathematics course placement during enrollment based on the following objective academic measures:

- Student transcripts;
- Current mathematics course;
- Eighth grade first semester grade; and
- Existing California Assessment of Student Performance and Progress test scores.

During the GHC high school Summer Transition Academy (STA), all incoming students complete a series of placement exams that are aligned to state-adopted content standards in mathematics to ensure proper grade nine mathematics course placement. Results from placement exams are distributed to students, parents and/or guardians, GHC grades 9-12 counselors, and the mathematics department.

The mathematics department reviews placement exam results to determine whether students meet the placement criteria (described below) for placement into particular courses and informs the counseling office of any recommended changes to the initial placement, if necessary.

GHC high school counselors make a final mathematics course placement based on placement exam results, mathematics department recommendations, and the objective academic measures listed above. If a student's placement test scores do not confirm the initial placement, the counselors will contact the parents and/or guardians to recommend the proper course placement.

Placement Criteria

Algebra 1

All students not enrolled in Algebra 1 or higher in grade eight are placed into Algebra 1. The curriculum is based on the California Algebra 1 Content Standards, which include evaluating expressions, solving equations and inequalities, and applying algebraic techniques in problem solving situations. Due to the different naming conventions for grade eight math courses, GHC's high school math department collaborates with feeder schools to review specific curriculum and standards addressed in each course.

Geometry

To be placed into Geometry in grade nine, students enrolled in Algebra 1 in grade eight must earn a final grade of B or higher in Algebra 1 and meet one of the three following criteria:

- Score 60 percent or higher on UCLA MDTP Geometry readiness test
- Score 235 or higher on NWEA MAP adaptive mathematics test
- Meet or exceed standards on CAASPP grade eight mathematics test

Students not meeting these criteria will be placed in Algebra 1 and offered additional support as needed. The Geometry curriculum is based on the California Common Core State Standards for Geometry, which include proving and applying basic theorems, computing perimeters, circumferences, areas and volumes of geometric shapes, performing basic constructions, and using trigonometric functions to solve problems.

Algebra 2

To be placed into Algebra 2 in grade nine, students must have completed Algebra 1, must have completed and earned a final grade of C or higher in Geometry, and meet one of the three following criteria:

- 60 percent or higher on UCLA MDTP Algebra 2 readiness test
- Score 245 or higher on NWEA MAP adaptive mathematics test
- Meet or exceed standards on CAASPP grade eight mathematics test

Students not meeting these criteria will be placed in Geometry and offered additional support as needed.

The Algebra 2 curriculum is based on the California Common Core State Standards for Algebra 2, which includes Modeling, Functions, Number and Quantity, Algebra, and Statistics and Probability.

Placement Checkpoint

Granada Hills Charter will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Annual Examination of Data

Each year, the GHC high school program will examine aggregate student placement data to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The results of this annual review will be reported to the Governing Board.

Recourse

Granada Hills Charter offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

- 1) A parent/legal guardian of any 9th grade student may submit a written request to the Charter School executive director, or his or her designee, that:
 - a) Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - b) Requests that the student retake the placement test, in which case the executive director or designee will attempt to facilitate the retest within two (2) weeks.

- c) Requests reconsideration of the student's mathematics placement is based on objective academic measures. Within five (5) school days of receipt, the Charter School executive director or designee shall respond in writing to the parent/legal guardian's request. The executive director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the executive director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the executive director shall specify the mathematics course or level recommended for the student. The executive director or designee response must provide the determination as well as the objective academic measures that the executive director or designee relied upon in making that determination.
- 2) Notwithstanding the foregoing, if the executive director or designee requires additional time to respond to a parent/legal guardian's request, the executive director designee will provide a written response indicating that additional time is needed. In no event shall the executive director or designee response time exceed one (1) month.
- 3) If, after reconsideration of the student's mathematics placement by the executive director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the executive director or designee, acknowledging and accepting responsibility for this placement.

The GHC Mathematics Placement Policy can be found on the School's website at https://www.ghchs.com/apps/pages/index.jsp?uREC_ID=867260&type=d&pREC_ID=1460026

GRADES 10 THROUGH 12 MATHEMATICS COURSE PLACEMENT POLICY

Granada Hills Charter policy is to place students into an appropriate mathematics course based on a fair, objective, and transparent protocol to ensure that all students have the opportunity to excel in mathematics and are properly prepared for college and their future careers.

Mathematics Course Sequences

This placement policy and mathematics course sequences have been designed with the following core tenets:

- Offer students a variety of courses designed to appeal to different students' strengths, interests, and goals
- Provide all students the opportunity to reach Advanced Placement (AP) and/or International Baccalaureate (IB) courses, regardless of initial math placement
- Employ multiple measures that ensure students are adequately prepared for subsequent mathematics courses, college, and careers

Potential mathematics course sequences: All students must complete

Algebra 1* → Geometry* → Algebra 2*

Algebra 1* → Geometry* → Algebra 2* → Pre-Calculus → AP Calculus AB Algebra 1* → Geometry*

Algebra 2* → Pre-Calculus → CP or AP Statistics Algebra 1* → Geometry* → Algebra 2* → Honors
 Pre-Calculus → AP Calculus BC Algebra 1* → Geometry* → Algebra 2* → CP or AP Statistics**
 Algebra 1* → Geometry* → Algebra 2* → CP Statistics → AP Statistics
 Algebra 1* → Geometry* → Algebra 2* → IB Standard Level 1 → IB Standard Level 2
 Algebra 1* → Geometry* → Algebra 2* → Honors Pre-Calculus → IB High Level 1 → IB High Level 2 Algebra
 1* → Geometry* → Algebra 2* → Honors Pre-Calculus → IB Standard Level 1/2 → AP Calculus/Stats
 *Algebra 1, Geometry, and Algebra 2 are required to earn a GHC diploma. In the event that students
 complete these courses in middle school, placement into grade 9 mathematics course follows the GHC
 Grade 9 Mathematics Placement Policy. Students who take the minimum math requirements limit their
 post- secondary options.

**The math department does not recommend that students go directly from Algebra 2 to AP Statistics. It
 has been shown that students are more successful if they first complete Pre-Calculus or Honors Pre-
 Calculus.

Foundational Courses Required for Graduation

All grades 9-12 students must complete Algebra 1, Geometry, and Algebra 2. To proceed to the next course
 in this sequence, students must complete both semesters of these courses with a final grade of C or higher.
 Students who are not on pace to complete the math courses required for graduation may proceed to the
 next mathematics course with a grade of D or higher. For example, a student who earns a D in Geometry
 in grade 11 would proceed to Algebra 2 in grade 12. However, if students proceed with a grade of D, these
 courses would not be counted towards UC or CSU eligibility. Additionally, these students will be
 recommended to complete additional summer or intervention courses before proceeding.

Placement into Secondary Level Courses not Required for Graduation

Students who complete the mathematics graduation requirements with a grade of C or higher are eligible
 to enroll in secondary level mathematics classes.

Pre-Calculus, CP Statistics and AP Statistics do not require teacher recommendations and are available to
 all students who have completed the prerequisite course, Algebra 2 with a final grade of C or higher in both
 semesters.

Placement into Honors Pre-Calculus requires the following:

- A in Algebra 2 class or
- Algebra 2 Teacher recommendation, B in Algebra 2 class and 265 or higher on Northwest
 Evaluation Association (NWEA) or 70 percent on the UCLA Mathematics Diagnostic Testing
 Project Analysis Readiness Exam (MDTP)

AP Calculus AB does not require a teacher recommendation and is available to all students who have
 completed the prerequisite course, Pre-Calculus, with a final grade of C or higher in both semesters
 (recommended that students have earned a grade of B or higher in Pre-Calculus).

AP Calculus BC does not require a teacher recommendation and is available to all students who have completed the prerequisite course, Honors Pre-Calculus or Calculus AB with a final grade of C or higher in both semesters.

Accelerated Summer Courses

Students in grade 9 are eligible to enroll in Accelerated Geometry in the summer before grade 10. Enrollment is based on space availability. To be enrolled in the class, students must meet the following requirements:

- A in grade 9 Algebra 1 class or
- Algebra 1 Teacher recommendation, B in Algebra 1 class + 245 or higher on NWEA or 60 percent on the Geometry Readiness Exam (MDTP)

Students (including students in grade 10 and 11) not meeting these requirements may be placed on a space available wait list (with administrative approval). Without prior written administrative approval, GHC does not offer credit or placement for courses completed at other schools.

Credit Recovery Options

Students in grade 9 who do not earn a C or higher in both semesters of Algebra 1 must complete both semesters of Algebra 1 the following year. These students are not eligible to complete Algebra 1 in summer school. This is due to the foundational nature of the concepts and standards in Algebra 1. Students in grades 10 and 11 who do not complete Algebra 1 with a C or higher are eligible to complete the course in summer school, based on space availability.

Recourse

Granada Hills Charter offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

- 1) A parent/legal guardian of any student may submit a written request to the Charter School executive director, or his or her designee, that:
 - a) Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Director or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - b) Requests that the student retake the placement test, in which case the executive director or designee will attempt to facilitate the retest within two (2) weeks.
 - c) Requests reconsideration of the student's mathematics placement is based on objective academic measures. Within five (5) school days of receipt, the Charter School executive director or designee shall respond in writing to the parent/legal guardian's request. The executive director or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in this policy. Based on this assessment, the executive director or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the executive director shall specify the mathematics course or level recommended for

the student. The executive director or designee response must provide the determination as well as the objective academic measures that the executive director or designee relied upon in making that determination.

- 2) Notwithstanding the foregoing, if the executive director or designee requires additional time to respond to a parent/legal guardian's request, the executive director or designee response time exceed one (1) month.
- 3) If, after reconsideration of the student's mathematics placement by the executive director or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the executive director or designee, acknowledging and accepting responsibility for this placement.
- 4) This recourse does not apply to placement into courses required for graduation.

CP ALGEBRA 1 A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Algebra 1 AB involves understanding, writing, solving, and graphing linear and quadratic equations and inequalities, including systems of two linear equations in two unknowns. Quadratic equations may be solved by factoring, completing the square, using graphs, or applying the quadratic formula. Students will also learn operations on monomial and polynomial expressions. Students will learn to interpret and build functions so that they reflect a situation they are modeling. Students will be introduced to statistics and probability, learning how to summarize, represent and interpret single and two variable data. They learn to solve problems employing all of these techniques, and they extend their mathematical reasoning, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

CP GEOMETRY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: "C" or better in Algebra 1

This course explores the geometric aspects of plane and solid figures. Students develop their logical reasoning using geometric situations, definitions, postulates and theorems to draw logical conclusions from a given hypothesis. Topics in this course include constructions, transformations, right triangle trigonometry, circles, geometric measurement and dimension. Students will also be introduced to conditional probability and rules of probability.

CP ALGEBRA 2 A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: "C" or better in Geometry

Algebra 2 AB expands on the mathematical content of Algebra 1 AB. Many new concepts and techniques are introduced that will be foundations for more advanced courses in mathematics and the sciences and

useful in the workplace. Topics include: function families; trigonometric, quadratic, polynomials, exponential, logarithmic, root, rational, and inverse functions and systems between them; series; normal curve and confidence intervals in statistics.

CP PRE-CALCULUS AB

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a “C” or better

This course is designed to introduce students to a rigorous analysis of functions and function modeling. It combines many of the algebraic, geometric, and trigonometric techniques needed to prepare for the study of Calculus. By the end of this course students will be able to analyze various functions using multiple representations graphically numerically and analytically. Students will leave this course with a deeper appreciation of the interaction between mathematics and the world around them, and will be prepared to handle the conceptual and numeric rigor of Calculus.

HONORS PRE-CALCULUS AB

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Algebra 1, 2 and Geometry*

Honors Pre-Calculus is accelerated, covering all topics in the regular Pre-Calculus course, then advancing through a basic introduction of the concepts of Limit, Instantaneous Rate of Change, and Definite Integral. Students will acquire the ability to complete work on the practical application of these ideas. In addition, students are provided more thorough practice with elementary sequences, series, and summation notation. The purpose of the course is to advance student knowledge of mathematics, in order for them to become excellent problem solvers allowing them to explore ideas in depth and develop strong problem-solving skills in a variety of applications.

Higher-level thinking strategies are reinforced, and idea-rich mathematical discourse provide opportunities for all students to practice these higher-level thinking strategies, and to understand mathematics as a formal language that describes the world around them.

This course provides students with the tools they will need for college mathematics courses, particularly Calculus. They will build on learning from Algebra 2 and Geometry to construct a deeper understanding of functions. As students study Pre-Calculus and Trigonometry, they will be investigating functions in new ways and working with more abstract forms, including trigonometric functions. They will develop a deeper understanding of the concepts of limits, area, and slope that are essential in the development of Calculus. The outcomes achieved will be fluency and accuracy in Algebra and Trigonometry at an advanced level and also to introduce students to the elementary foundations of Calculus in preparation for Advanced Placement courses.

AP CALCULUS A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: “C” or better in Pre-Calculus

AP Calculus AB is roughly equivalent to a first semester college Calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS B/C

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: “C” or better in Calculus A/B or Honors Pre-Calculus

AP Calculus BC is roughly equivalent to both first and second semester college Calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral Calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

SL IB MATHEMATICS

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

HL IB MATHEMATICS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB MATHEMATICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

CP BUSINESS STATISTICS AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Algebra 1, Algebra 2, Geometry,

Business Statistics introduces students to statistical concepts, techniques, and tools for collecting, analyzing, and drawing conclusions from data as applied in business. The course focuses on the student as a user and producer of statistics to inform and support decision making in a business context. An emphasis is placed on the use of spreadsheet software (Excel) to perform statistical analyses.

CP STATISTICS AB

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Algebra 1 - Geometry - Algebra 2 with a “C” or better

Statistics offers students who have completed the school’s mathematics graduation requirements an alternative to Pre-Calculus. This course provides an elementary introduction to probability and statistics with applications. How do we get good data? Students will investigate sampling and surveys, and will design their own experiments in order to collect data. How do we organize data? Students will describe distributions and relationships using government data. Chance and probability will be explored, including simulations and expected values. How do we make inferences about a larger population without having to survey the entire population? Confidence intervals, tests of significance, population means, two-way tables, and Chi-square tests will be explored. Students will investigate statistics in sports.

AP STATISTICS

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Algebra 2 and Geometry with a “C” or better.

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

* Please see the placement policy to determine other criteria for eligibility

Physical Education

Physical Education is an integral part of the education program for all students. The curriculum provides sequential development to help students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. The standards addressed in 9th and 10th grades are aligned to those addressed on the California Physical Fitness Gram. Other options for Physical Education include Marching Dynamics and sport team classes.

All students in the grades 9-12 program must take two years (four semesters) of Physical Education unless exempt under Education Code 51242 which reads as follows: The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Stats. 1976, CH, 1010). Granada Hills Charter adopted this policy June 2017. Students who qualify for this exemption must complete the PE exemption form which can be obtained from the student's counselor. Temporary exemptions from Physical Education are limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted Physical Education program, per Education Code 51241.

All students in grade 9, regardless of the above exemption under Education code 51242, must take two semesters of Physical Education in 9th grade and take the California Physical Fitness exam. Granada Hills Charter does not offer permanent exemptions awarded for Physical Education. However, GHC does offer a Modified Physical Education class for students with disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Adaptive Physical Education is available for students with severe physical disabilities who qualify under an IEP or 504 plan.

PE Clothes

It is appropriate for students to change their clothes for hygiene, safety, and movement efficiency purposes. Granada Hills Charter expressly requires that pupils dress for P.E. which, in addition to participation in the class activities, may be considered as a part of the grade. Dressing for Physical Education includes, the following:

- GHC grey approved P.E. t-shirt available in the Student Store
- GHC approved black or green P.E. gym shorts available in the Student Store
- Tennis shoes or gym shoes
- Armband for the heart monitors will be provided at no cost.
- Armbands that are lost or damaged can be purchased at the Student Store.

Students who cannot afford P.E. clothes may contact the GHC Student Store for assistance. Students who do not dress, including wearing their Heart Zone armband, for Physical Education will still be expected to participate, however, they will be marked down for failing to dress in the responsibility, health and safety category.

Physical Education Grading Categories:

- Standard 1 Motor Skills
- Standard 2 Knowledge
- Standard 3 Fitness Level
- Standard 4 Responsibility/Health and Safety/Best Effort/Cooperation

PHYSICAL EDUCATION GRADE 9 (Non-Core/Non-College Preparatory)

Grade Level: 9-12

Course: One Semester

Recommended Prerequisite: None

Students will be able to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies that are needed to perform a wide variety of physical activities. Students will strive to obtain a level of fitness with which to pass the State Physical Fitness tests while demonstrating knowledge of the fitness concepts, principles and strategies. Students will gain knowledge of psychological and sociological concepts, FITT principles along with strategies to apply their learning in regards to performance of physical activity and develop a personal fitness plan that includes using the Heart Zone technology to monitor their MVPA. Students in these classes participate in structured learning activities that include a warm-up, cardio (including dance and rhythm), skill development, and practice.

Students in grade 9 may select courses that includes content for developing skills and knowledge in the following courses:

- Fitness for Life
 - Health and fitness, movement, fitness concerts, aerobics, etc.
- Racquet Sports and Fitness
 - Individual and dual activities such as tennis, table tennis, badminton, racquetball, handball
- Recreation Aerobics
 - Aerobics, dance, running, walking, yoga, etc.

Granada Hills Charter does not have a swimming pool, therefore, the content area of aquatics will focus on water safety and drowning prevention. All ninth graders will take an online health unit which will be included in their P.E. grade.

PHYSICAL EDUCATION GRADE 10 (Non-Core/Non-College Preparatory)

Grade Level: 10-12

Course: One Semester

Recommended Prerequisite: Grade 9 PE

Students will be able to demonstrate knowledge of and competency in motor skills, movement patterns, and strategies that are needed to perform a wide variety of physical activities. Students will strive to obtain a level of fitness with which to pass the State Physical Fitness tests while demonstrating knowledge of the fitness concepts, principles and strategies. Students will gain knowledge of psychological and sociological concepts, FITT principles along with strategies to apply their learning in regards to performance of physical activity and modifying their personal fitness plan using the Heart Zone technology (MVPA) begin in grade nine. Students in these classes participate in structured learning activities that include a warm-up that will include basic gymnastic movements such as travels, balances, jumping and landing, cardio, skill development, and practice/games.

Students in grade 10 may select courses that include content for developing skills and knowledge in the following courses:

- Weight Training and Fitness
 - Lifting techniques, strength training, cardio
- Fielding Games and Fitness
 - Softball, baseball, Cricket, kickball, etc.
- Invasion Sports and Fitness
 - Hockey, soccer, netball, basketball
- Net Sports and Fitness
 - Volleyball, squash, meteor ball, soft ball, lobster ball

The content area of “combatives” will focus on self-defense with teacher or presenter assemblies on student self-defense and safety. With parent permission, students in grade ten have an opportunity to attend an assembly sponsored by the Kaiser Foundation named “What Comes Around Goes Around” and/or an assembly sponsored by the Kopf family named “Positively Waiting”.

INTRO TO DANCE (Non-Core/Non College Preparatory)

Grade Level: 10-12

Course: One Semester

Recommended Prerequisite: None

Students will be introduced to various forms of dance technique, choreography, performance, and history. In dance, students will learn multiple genres of dance. Students will learn dance technique while exploring creative expression and improving basic coordination skills. They will be expected to perform in a spring concert and select students will perform in the fall concert. In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion, form, and technique. In addition, students will be required to reflect on their movement as well as create their own movement sequences. Starting with the set warm up, students will begin body awareness and understand what muscles are required for different movements in dance. Following, they must transpose their movement to center and across the floor combinations. Finally, students will use their technique and dance knowledge to create original works of art. Then, the students will perform their works of art and understand staging, costuming, and music editing. Self and group reflection will occur after each performance and during the creation process. Reflections may be written or verbal.

INTERMEDIATE DANCE (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Intro to Dance and Teacher Recommendation or Audition if applicable.

Intermediate dance is the continuation of beginning dance and is designed for dancers to expand their knowledge and technical dance skills. As the semester progresses we will extensively study techniques of modern, contemporary, ballet, jazz, hip-hop, musical theatre, and more. Students will develop skills in dance technique, choreography, group work, and performance; while increasing their flexibility, strength, and stamina in physical fitness. Students will also gain knowledge in dance history and philosophies through written work, video links, and documentaries. This course will culminate with a concert performance.

HL IB DANCE 1 AND 2

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite:

Teacher Recommendation or Audition if applicable

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

SL IB SPORTS, EXERCISE AND HEALTH SCIENCE

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: None

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

ADAPTIVE PHYSICAL EDUCATION/HEALTH (Non-Core/Non-College Preparatory)

Grade Level: 9-12

Course: One Semester

Recommended Prerequisite: Students with severe physical limitations who are best served by an IEP.

Some students have a variety of physical limitations that are best served by an Individualized Education Program (IEP). The limitations are those of permanent nature and are not limited to but can include

neuromuscular underdevelopment, perceptual motor underdevelopment or physical limitations. Through an IEP the student's Physical Education is developed to meet the divergent needs of these students. The activities are planned to promote maximum motor development through special activities.

MODIFIED PHYSICAL EDUCATION (Non-Core/Non-College Preparatory)

Grade Level: 9-12

Course: One Semester

Recommended Prerequisite: Verified note from a physician approved by the GHC school nurse.

Students with disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles, and infections. Since APE is a special education service, children with temporary disabilities are not eligible for APE services. However, some students with temporary disabilities may need modifications such as "no running," "no contact sports," or "use of crutches" as determined by a physician and in consultation with the parent to determine the extent to which a student may participate in the physical education program.

Science

Science—and therefore science education—is central to the lives of all Americans, preparing them to be informed citizens in a democracy and knowledgeable consumers. All students must have a solid K–12 Science education that prepares them for college and careers. The goal of science instruction is to empower students in understanding the physical universe through scientific inquiry, data acquisition and analysis, problem solving, critical thinking, technology, information retrieval and research skills. Students learn to communicate their findings through scientific writing.

College Preparatory (CP) and Honors (H) Biology, Physics, and Chemistry courses are aligned with the Next Generation Science standards (NGSS) and contextually incorporate Earth and Space Science. These foundational science courses provide the scientific knowledge and skills that all students should acquire prior to graduating high school. Proficiency of NGSS are met through mastery of the following foundational courses: Biology AB, Chemistry AB, and Physics AB.

Physiology (CP & H) and CP Astronomy are offered as science electives for students to pursue interest in these fields.

Advanced Placement (AP) courses and International Baccalaureate (IB) offer students with a rigorous curriculum corresponding to a college-level freshman science course. The following Advanced Placement Courses are offered: AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics 2, AP Physics C.

IB Biology, IB Physics, IB Environmental Systems & Society, IB Chemistry, IB Sports Exercise and Health Science are offered primarily for students pursuing an IB Diploma.

CP BIOLOGY AB

Grade Level: 9th grade

Course: Full Year

Recommended Prerequisite: 8th grade Science

The major purpose of this laboratory-based college preparatory course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills.

HONORS BIOLOGY AB

Grade Level: 9 - 10

Course: Full Year

Recommended Prerequisite: 8th grade Honors Science with a B or better or 8th Grade Science with an A or AP Physics 1 with a C or better or Honors Chemistry (9th STEM) with a C or better. 8th grade common core Math or any other higher level math with a B or better. Qualifies for Honors English.

The major purpose of this laboratory-based course is to provide understanding of the basic biological concepts: the diversity of organisms; the cell; heredity; matter, energy, and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence. Focus is on active student participation in laboratory investigations and the development of critical-thinking skills.

AP BIOLOGY AB

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: CP Bio AB and/or Chemistry AB or CP Physics AB completed with an A or Honors Biology AB and/or Honors Chemistry AB completed with a B or better or AP Chemistry AB and/or AP Physics I with a C or better (or any combination previously listed). Geometry AB passed with a B or better. Excellent work habits, strong reading, writing skills, science teacher recommendation.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

IB HL BIOLOGY 1

Grade Level: 11

Course: Full Year

Recommended Prerequisite: None

IB HL BIOLOGY 2

Grade Level: 12

Course: Full Year

Recommended Prerequisite: HL IB Biology1

Course description and aims Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

IB SPORTS EXERCISE AND HEALTH SCIENCE

Grade Level: 11- 12

Course: Full Year

Recommended Prerequisite: None

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyses human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

CP INTRODUCTION TO ENGINEERING AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

CP Introduction to Engineering is a year-long high school engineering curriculum for students who want to learn more about engineering, its role in shaping our world, and careers in engineering. Developed by University of Texas faculty and NASA engineers working in collaboration with experienced secondary teachers and curriculum developers, this hands-on course engages students in authentic engineering practices in a project-based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students the story of engineering as they develop design skills and engineering habits of mind.

Students complete collaborative, student-directed projects that build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world.

Teachers of this course complete a two-week professional development course on both the curriculum and pedagogy of Engineer your World. Engineer Your World is available from the UTeach Engineering program at The University of Texas at Austin. www.EngineerYourWorld.org

AP ENVIRONMENTAL SCIENCE AB

Grade Level: 12th grade priority, 11th grade

Course: Full Year

Recommended Prerequisite: CP Chemistry and/or CP Biology with an A or Honors Chemistry and Honors Biology with a B or better or AP Biology and AP Chemistry with a C or better (or any combination previously listed.) Geometry AB completed with a B or better. Excellent work habits, strong reading, writing skills, science teacher recommendation.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1

Grade Level: 11

Course: Full Year

Recommended Prerequisite: 2 Years of Science

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2

Grade Level: 12

Course: Full Year

Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

CP PHYSIOLOGY AB

Grade Level: 12th grade priority, 11th grade

Course: Full Year

Recommended Prerequisite: Biology and Chemistry (any level) with a C or better. Algebra 1 AB completed with a C or better.

Physiology is a course designed to expand the students' general knowledge of the structure and function of the human body. The course will explore anatomical structures in various body systems as they relate to the physiology, or inner working, of the system. Emphasis will be placed on the interactions of organs as they work together to maintain balance or homeostasis. Topics include: Body organization and tissues, and the skeletal, muscle, respiratory, circulatory and digestive systems, the urinary, endocrine, nervous and reproductive systems and the senses. Students participate in lecture/discussions, laboratory investigations (including dissection, microscopy and human performance), and group research projects and presentations.

HONORS PHYSIOLOGY AB

Grade Level: 12th grade priority, 11th grade

Course: Full Year

Recommended Prerequisite: CP Biology and CP Chemistry with an A or Honors Biology and Honors Chemistry with a B or better or AP Biology and AP Chemistry with a C or better (or any combination previously listed). Algebra 1 AB completed with a B or better. Qualifies for Honors English.

Honors Physiology is a college-preparatory level course intended for advanced students interested in the structures and functions of the human body. The course emphasizes the complementarity of structure and function in maintaining homeostasis. Topics include anatomical terminology and body organization, reviews of chemistry and cell structure, tissues types, and an overview of all organ systems. Several systems will be considered in much greater detail, for example, the digestive, circulatory, and reproductive systems. Special topics include the biology of cancer, human prenatal development, the history of medicine and surgery, and health sciences careers. Students participate in lecture/discussions, laboratory investigations (including dissection, microscopy and human performance), and group and individual research projects and presentations.

CP CHEMISTRY AB

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: Biology AB

This course encompasses all key chemical concepts and skills typically founded in a first-year high school course aligned with the Next Generation Science Standards. The major emphasis of this basic course is to introduce problem solving, laboratory investigations and measuring techniques to the mole concept, behavior of gases, liquids and solids and of the atom itself in connection to our daily lives. It is intended to prepare students to be better consumers and to be more aware of the world around them as well as to strengthen critical thinking skills. The course is intended to help students develop an understanding of chemistry on a "need to know" basis, cultivate problem-solving and critical-thinking skills related to chemistry, apply chemistry in daily life and understand the benefits as well as limitations of science and technology. Successful completion of this college preparatory course will satisfy the prerequisite for a variety of other science courses.

HONORS CHEMISTRY AB

Grade Level: 9th grade - STEM only

Course: Full Year

Recommended Prerequisite: 8th grade Honors Science with a B or better, 8th grade common core Math, Algebra 1 or Geometry with a B or better. Qualifies for Honors English.

Chemistry is highly recommended for college-bound students and a must for those pursuing pre-medical and science related careers. This course follows the same minimum content guidelines established by the Next Generation Science Standards as the Chemistry AB course; however, topics are covered in greater depth both in detail and mathematical application. Course content is also established through the recommendations for the chemistry departments of local colleges and universities and the American Chemical Society. The major emphasis of this course is to introduce problem solving, laboratory investigations and techniques in the study of basic chemistry principles including; atomic structure, chemical bonding, formula and equation writing, properties of gases, solutions, acids, and bases, simple organic/biochemistry and nuclear chemistry. Successful completion of this course will prepare students for a variety of advanced science courses as well as Advanced Placement courses and college chemistry.

HONORS CHEMISTRY AB

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: Honors Biology AB with a B or better or CP Biology or CP Physics AB completed with an A or AP Physics 1 with a C or better (or any combination previously listed). Algebra 1 AB completed with a B or better. Qualifies for Honors English.

Chemistry is highly recommended for college-bound students and a must for those pursuing pre-medical and science related careers. This course follows the same minimum content guidelines established by the Next Generation Science Standards as the Chemistry AB course; however, topics are covered in greater depth both in detail and mathematical application. Course content is also established through the recommendations for the chemistry departments of local colleges and universities and the American Chemical Society. The major emphasis of this course is to introduce problem solving, laboratory investigations and techniques in the study of basic chemistry principles including; atomic structure, chemical bonding, formula and equation writing, properties of gases, solutions, acids, and bases, simple organic/biochemistry and nuclear chemistry. Successful completion of this course will prepare students for a variety of advanced science courses as well as Advanced Placement courses and college chemistry.

AP CHEMISTRY AB

Grade Level: 10- 12

Course: Full Year

Recommended Prerequisite: CP Bio AB and/or Chemistry AB or CP Physics AB completed with an A or Honors Biology AB and/or Honors Chemistry AB completed with a B or better or AP Physics 1 and/or AP Biology with a C or better (or any combination previously listed). Geometry AB passed with a B or better. Excellent work habits, strong reading, writing skills, science teacher recommendation.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

IB HL CHEMISTRY 1

Grade Level: 11

Course: Full Year

Recommended Prerequisite: None

IB HL CHEMISTRY 2

Grade Level: 12

Course: Full Year

Recommended Prerequisite: IB HL 1

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

CP ASTRONOMY AB

Grade Level: 12

Course: Full Year

Recommended Prerequisite: CP Science with a B or better or H Science with a C or better or AP Science with a C or better. Geometry AB completed with a B or better. Senior elective course, seniors only.

This is a one-year elective astronomy course. Course emphasis is on cosmic evolution, the study of stars (including our Sun), stellar systems (including black holes and galaxies), a comparative study of the Earth and the other planets making up our Solar System, and our place in the universe. Consideration will also be given to the possibility that life exists elsewhere in the universe.

CP PHYSICS AB

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: CP Biology AB or CP Chemistry AB

Considered the “foundational science” forming a basis for further study in life and physical and earth science, Physics is a year-long college-preparatory course emphasizing hands-on laboratory skills, mathematical modeling, and conceptual understanding. The course will focus on development and deployment of cognitive models of classical physics, beginning with Force & Motion and Energy & Momentum in the first semester and continuing with Heat & Thermodynamics, Electricity & Magnetism and Waves in the second semester. Algebra is used throughout the course and students will be building on their existing math skills.

AP PHYSICS 1

Grade Level: 9th grade only

Course: Full Year

Recommended Prerequisite: 8th grade Honors Science with a B or better. Algebra 1 AB completed with an A (or higher level math with a B). Qualifies for Honors English.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Excellent work habits, strong reading, writing skills, science teacher recommendation.

AP PHYSICS 1

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: CP Biology AB and/or CP Chemistry AB completed with an A or Honors Biology AB and/or Honors Chemistry AB with a B or better or AP Chemistry AB and/or AP Biology AB with a C or better (or any combination previously listed). Excellent work habits, strong reading, writing skills, science teacher recommendation.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

AP PHYSICS 2

Grade Level: 10 - 12

Course: Full Year

Recommended Prerequisite: Completed AP Physics 1 AB with C or better. Geometry AB completed with an B or better. Excellent work habits, strong reading, writing skills, science teacher recommendation.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

AP PHYSICS C

Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism

Grade Level: 12th grade priority, 11th grade

Course: Full Year

Recommended Prerequisite: AP Physics 1 AB completed with a B or better or CP Physics AB with an A. Pre-Calculus AB completed with a B or better. Pre-Calculus AB completed with a B or better. Completed or concurrent enrollment in Calculus BC. Excellent work habits, strong reading, writing skills, science teacher recommendation.

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

IB HL PHYSICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: AP Physics 1 with a C or better

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with

opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

Social Science

The social science department at GHC is dedicated to helping students learn to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. The study of history is at the core of the program offered by the department, and follows the California State Standard for the Social Sciences. The department also draws upon the insights and strategies drawn from geography, political science, economics, and psychology. Instruction includes chronology, cause-effect reasoning, information gathering, and analysis of primary sources, exercises in geographical literacy, effective communication, and ethical decision-making.

Students, particularly those interested in pursuing studies in the Humanities, are strongly encouraged to elect enrollment into the Advanced Placement courses. These courses provide a rigorous study of the social sciences at the college level, that involve in-depth investigation of the traditions of Western culture or other geopolitical regions, as well as those that provide an introduction to human behavior. This adds a valuable dimension to the social sciences.

The goal of social science instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and egalitarian principles. The courses help students understand universal concepts by using a variety of sources – the recognition of the dignity of the individual and the importance of ethical issues in the context of societies; the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; application of basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect. Social science standards are met through the following courses: Geography, Modern World History A/B, US History: 21st Century A/B, Government, and Economics. Honors and Advanced Placement courses are offered in U.S. History, Government, Economics, World History, and European History. IB History of the Americas is offered for the IB Diploma or Certificate Program.

CP WHG: MODERN WORLD HISTORY A/B

Grade Level: 10

Course: Full Year

Recommended Prerequisite: None

In this course, students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic,

political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

AP WORLD HISTORY A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: A or B in Honors English

Concurrent Enrollment – Honors English

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

AP EUROPEAN HISTORY A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: A or B in Honors English

Concurrent Enrollment – Honors or AP English

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately the year 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

CP UNITED STATES HISTORY A/B

Grade Level: 11

Course: Full Year

Recommended Prerequisite: World History

Students will study the development of the political, social, economic, and diplomatic history of the United States with emphasis on the major turning points in America in the twentieth century. The course emphasizes specific themes such as the continuing tension between the states and the federal government, between minority rights and majority power, the emergence of a modern corporate economy, the impact

of technology on American society, movements for equal rights for minorities, and the role of the United States as a world power.

AP UNITED STATES HISTORY A/B

Grade Level: 11-12

Course Full Year

Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in H English
Concurrent Enrollment – Honors or AP English

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately the year 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

HL IB HISTORY 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB HISTORY 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

CP PRINCIPLES OF AMERICAN DEMOCRACY

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Completion of World History and US History

The major purpose of this course is to analyze our system of government and the historical background, fundamental concepts and principles that underlie American democracy. The course covers the development of the Constitution, Bill of Rights, and Federalism. It also includes a study of political parties, voting and voting behavior, and elections at the national, state, and local events. This course should be viewed as the culmination of the civics literacy strand of the California History – Social Science Framework.

AP GOVERNMENT AND UNITED STATES POLITICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Grade of A or B in Honors or AP history classes; grade of A or B in Honors English

Concurrent Enrollment – AP or Honors English

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

HL IB GLOBAL POLITICS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB GLOBAL POLITICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

CP ECONOMICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Completion of World History and U. S. History

The major purpose of this course is to study the basic principles of economics. Students are provided an overview of general economic theories and principles, and topics are studied from the perspectives of consumers, business, government, and labor. Students will gain the capacity to make wise economic

decisions as consumers, based on the priority of needs before wants. The course also provides students with background in the methods and the specialized vocabulary of economics.

AP MACROECONOMICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Algebra

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP MICROECONOMICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Algebra

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

CP GEOGRAPHY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

The purpose of the World Geography course is to prepare the students to become knowledgeable, self-aware citizens in the global setting. This course will introduce students to new ideas and ways of viewing the world, and possibly shatter or change some of their preconceptions about the societies and cultures of the world. The focus of this course is a mixture of physical geography and human geography, and is intended as a broad based introduction to world geography. Upon completion of this course, the student will have knowledge of various regions and cultures and be able to interpret and analyze maps, cultures, graphs/charts/other tools, and assess geographical information from a multicultural perspective.

Emphasis will be placed upon the physical aspects of the world as well as social, political, economic, and cultural. Various global regions (Europe and Africa for example) will be studied using a variety of techniques and modalities to engage all students. Each unit of study will delve more deeply into certain topics (how China's economic rise has changed the country, for example), to give the students a broad-based and current focus on the global setting and region of study.

In addition, the class will focus on important skill building exercises to help the students advance as active students. Emphasis on critical thinking, reading, writing, problem solving and presenting before peers will enhance the learning and build skills necessary for success.

The overall goal is to provide 9th graders with a rigorous interdisciplinary approach to geography. Its aim is to relate physical and cultural geography to the economic, political, social, historical and cultural aspects of human interaction. The course will provide students with a base of knowledge about the earth's geographic regions and relate that knowledge to events in the rapidly changing world of today.

AP HUMAN GEOGRAPHY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: 9th grade Introduction to Geography (suggested)

Concurrent Enrollment: Advanced Placement Environmental Science (suggested)

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

CP INTRODUCTION TO PSYCHOLOGY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students will develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior. Students will have opportunities to explore implications for everyday life of a scientific perspective on human behavior.

AP PSYCHOLOGY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

HL IB PSYCHOLOGY 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: Based on previous course and course grade.

The IB Diploma Program higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

Visual and Performing Arts

The goal of Visual and Performing Arts instruction is to recognize the relationship between the arts and society and the connection to global world culture. Students in art classes have the ability and opportunity to demonstrate their own creativity utilizing any course specific medium. Critical thinking skills are developed to allow for informed judgments about the arts and aesthetics. Courses offered to meet the VAPA standards are Drawing AB, Design Craft AB, Painting AB, Cartooning and Animation AB, Digital Imaging AB, Ceramics AB, American Images AB, New Media Film Production, Photo Production-Yearbook AB, Choir AB, Vocal Ensemble AB, Jazz Ensemble AB, Band AB, Instruments AB, Keyboards/Music Technology AB, Guitar AB, Orchestra AB, Drama AB, Theatre Arts Workshop and Play Production. Advanced courses such as AP Drawing AB, AP Studio Art AB, AP Art History, AP Music Theory as well as IB Theatre Arts are open to all students.

In Visual Arts a wide range of coursework is designed to develop an understanding of art, art history, art production, and creative problem solving. The courses are aligned to the California State Visual Arts Standards which include five areas of art exploration and understanding. Artistic perception includes developing perceptual skills and visual arts vocabulary, analyzing art elements and principles of design, and analyzing the impact of media choice. Creative expression includes the skills, processes, materials and tools used to create original works of art. Students will also communicate and express a theme, idea, or emotion through their own work.

The third content standard focuses on the understanding of the historical contributions and cultural dimensions of the Visual Arts. The role and development of visual arts and their relationship to diverse social, economic, and political developments reflected in works of art is examined. Students will respond to, analyze, and make judgments about works of art relating to the aesthetic value of the artwork. They will derive meaning and make informed judgments. Lastly, students will connect and apply what is learned in the visual arts to other art forms, subject areas and careers.

Students interested in careers including architecture, fine and commercial art, and the crafts will find it useful to explore the array of courses offered by the department. Art courses may be used for personal growth as well as for acceptance to colleges, general education or more specifically for art institutes for advanced students.

CP AMERICAN IMAGES A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

This course is an introduction to American images and art utilizing digital imaging and creative problem solving techniques to explore the history of American Culture. Students are introduced to the importance of American art history, concept development, aesthetics, symbolism, type, image, and computer methodology. Students apply graphic art programs to create visual presentations and other digital media. Students study art movements and critique the work of influential artists.

CP ART HISTORY ANALYSIS A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

CP Art History Analysis explores art traditions from Prehistory to the present analyzing the means and motivations humans have for creating art. Students will consider the context and meaning of works making contemporary connections, and using a critical lens for socio-political issues as addressed by artists throughout time. The history curriculum includes occasional art production in order to foster a personal understanding of historical materials and processes, as well as utilize art as a powerful means of visual communication.

AP ART HISTORY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

CP CARTOONING ANIMATION A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

This course is designed to advance the students' understanding of digital image making and manipulation as a medium of visual expression. Students will explore the fundamental concepts of digital media through the investigation of the core technologies for image creation, manipulation and enhancement. They will learn artistic perception, creative expression, aesthetic valuing and critical thinking skills. Included in this examination will be history & aesthetics, non-linear and assemble editing, post production techniques and the role of digital image making and manipulation as a medium of contemporary fine art production.

CP CERAMICS A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

Ceramics is designed to provide knowledge of ceramic techniques and history through experimental, technical and expressive qualities of clay. Projects are geared toward personal experiences and expression, historical and cultural understanding, and appreciation of art. Students will use basic hand building methods with emphasis on surface design, decoration, painting and glazing pottery. With a focus on Ceramics and sculpture, the fundamental elements of art and the principles of design will be covered through readings, demonstrations, videos and studio time. Students will learn 2-dimensional and 3-dimensional design techniques.

CP ADVANCED CERAMICS A/B

Grade Level: 11-12

Course: One Semester or Full Year

Recommended Prerequisite: CP Ceramics 1 AB

Advanced Ceramics is designed for the advanced student with interests and talents in ceramics and three-dimensional design. Students will gain a deeper understanding of advanced ceramics concepts, design, and skills in clay, as well as improve craftsmanship in hand-building and wheel-throwing techniques. Students will focus on personal achievement, expression, and artistic growth through the evaluation of ceramic artists and artistic movements. Students will explore the contributions ceramics, pottery, and sculpture have made on society in past and present world cultures. Emphasis will also be on the socially-engaged artist as we make a greater connection to people within our world and develop students as lifelong learners.

CP DESIGN CRAFT A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

This course emphasizes original creative design and appropriate use of materials such as paper, fabric, fiber, clay, wood, plastics, plaster, and metal. The course stresses understanding the suitability of design to materials, respect for the integrity of materials, and good craftsmanship. Crafts such as wood carving, fiber arts, and jewelry approached from an artistic intent may be included. Students study the history of crafts in art and their use in specific media.

CP DRAWING A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

This class explores basic skills and techniques in drawing. Instruction focuses on learning to draw what the student sees while developing creativity and personal interpretation. The various skills students will develop include using basic shapes to construct a drawing, using line as contour and creating a three

dimensional quality through shading. Students also study the elements of art and the principles of design as a basis for understanding and creating drawings.

AP STUDIO ART: 2-D DESIGN A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: Drawing

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

AP STUDIO ART: DRAWING A/B

Grade Level: 9-12

Course: One Semester or Full Year

Recommended Prerequisite: None

Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

CP PAINTING A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course provides a foundation in painting in a variety of media and techniques or may concentrate in one media such as watercolor, oil, painting, or acrylics. The course emphasizes observation, interpretation of the visual environment, as well as drawing from the imagination. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

CP ADVANCED DRAWING

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: Basic Drawing

This course explores new approaches to drawing using previously learned basic drawing skills. These basic skills are utilized to build advanced approaches for artistic expression. The subjects vary as do the media which include charcoal, oil pastel, pencil, watercolor, pen and ink, monoprint, color pencil, etc. Other skills include using the digital camera, taking photos for portraiture, and principles of composition. All instruction culminates in a final project.

Advanced drawing provides a focused development of essential drawing skills, as well as exposing the student to contemporary approaches to drawing. Basic and advanced compositional issues are explored requiring the student not only to develop various drawing techniques but design understanding. Drawing approaches include gesture drawing, contour drawing, structural drawing, two and three point perspective,

use of the grid, calligraphic line etc. Each unit is introduced with examples from various historical and cultural sources. Students are exposed to samples of work that utilize the various drawing approaches and design concepts. Students provide written critique of the work demonstrating their ability to perceive and identify the artist's use of the approaches studied. Student then work with preparatory skill building exercises that culminates in a final drawing project. Each project must demonstrate comprehension of the drawing and design approaches covered. Students provide written analysis of their work critiquing the work and process involved. Students also provide written analysis of artworks from various historical periods and cultural environments.

CP FILMMAKING A/B

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: None

The major emphasis of the course is to have students actively participate and gain understanding of filmmaking by developing and producing films from conception to exhibition. This is strictly a laboratory-based class where students must be actively involved in every project. Throughout the year students will also develop an understanding of aesthetic perception, analysis and critique by discussing and writing about various film genres and peer work. They will demonstrate creative expression and problem solving skills by creating their own films and learn all the necessary roles and components of a filmmaking, production and working in a film crew. Upon completion of the course, students will have demonstrated an understanding of the fundamentals of film, video editing as well as the responsibilities of participation on a production crew.

YEARBOOK (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Yearbook AB Application, interview and instructor permission required prior to enrollment.

This course is designed to provide students with practical experience in planning and producing a book that chronicles the school's events during the year. The course uses an eclectic approach in which students form a variety of disciplines (English, Art, Photography, Graphic Arts) cooperate in the production of a yearbook.

NEW MEDIA (Non-Core/Non College Preparatory)

Grade Level: 9

Course: Full Year

Recommended Prerequisite: Enrolled in Humanitas Program

This course accommodates beginning students and experienced students wanting to learn and improve graphic skills. Instruction covers an introduction to graphic design applications in which application creates a specific type of product. Learning a variety of applications will give students the ability to determine which applications are best for particular projects. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

CP DIGITAL IMAGING A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

An introduction to digital imaging exploring creative problem solving techniques through the use of the Adobe Creative Suite, Macromedia Studio MX, and iMovie on Macintosh platforms. The curriculum is based on CA Visual Arts Proficient Standards for grades 9-12. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method.

HL IB VISUAL ARTS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB VISUAL ARTS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

Instrumental Music

The music program offers a wide variety of individual and group listening, creating, and performing opportunities. In accordance with the California State Standards, students in the Instrumental Music courses will be able to read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. The curriculum includes creating, performing, and participating in music through a varied repertoire of music. Composing and arranging music, variations, and accompaniments will be presented in the creative expression standard. Students will analyze the role of music in past and present cultures throughout the world in Music History and be able to note cultural diversity as it relates to music, musicians, and composers. Additionally, students will assess works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses. Ultimately,

students will apply what they learn in music across subject areas and develop competencies and creative skills in problem solving, communication, and management of time and resources.

CP KEYBOARDS A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Students learn to read music and play the piano.

CP MUSIC TECHNOLOGY A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: None

Music technology is a one-year, computer-based course that uses GarageBand and Finale software to create musical works. Students learn notation, musical styles, arranging, and basic music composition and songwriting skills by completing guided musical projects. Students are also taught mastering and production techniques to create polished, expressive, musical works.

Upon completion of Music Technology, students will be able to: Read an instrumental or vocal score of up to four staves and explain how the elements of music are used. Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples. Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures. Compose music, using musical elements for expressive effect. Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound. Arrange pieces for voices and instruments other than those for which the pieces were originally written. Describe the differences between styles in traditional folk genres within the United States. Describe the means used to create images or evoke feelings and emotions in musical works from various cultures. Research musical careers in radio, television, and advertising.

MARCHING DYNAMICS/BAND (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Fall Semester Only

Recommended Prerequisite: None

The purpose of this course is to learn and perform marching band repertoire. Music chosen can be from a wide variety of sources in terms of time period and country of origin. Proper instrumental technique, breathing technique, balance and blend will be taught in order to achieve optimum sound. Students will also study de facto music theory and vocabulary that will aid them in the process of learning how to read music. In addition to the musical rigor of the course, students will also learn and participate in drill and marching lessons, as the entirety of their fall marching band show is fully staged and choreographed. For this, groups of marching band professionals will provide targeted instruction to students. This group performs at all home football games, at least one parade per year, and in marching band competitions from

October through November throughout Southern California and beyond. This class fulfills CA physical education requirements

CP JAZZ ENSEMBLE A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

The purpose of this course is to learn and perform the various styles of jazz idiom. Music chosen can be from a wide variety of sources in terms of time period, genre, and cultural origin. Students will also have weekly sight-reading lessons in both treble and bass clef in both major and minor keys, learn the basics of music theory, and introduction to improvisational soloing. In addition to the musical rigor of the course, the Jazz Bands perform at Instrumental Music concerts, school events and adjudicated jazz festivals in the Spring. The ensemble may be split into multiple groups at the directors' discretion.

CP ADVANCED BAND A/B

Grade Level: 9-12

Course: Spring Semester Only

Recommended Prerequisite: Audition

The purpose of this course is to study and perform advanced wind band (grade 4-5+) repertoire. This includes pieces from multiple periods of music history as well as from composers of varying nationalities. Proper interpretation (blend & balance, phrasing, etc.) as well as some more advanced instrumental techniques will be taught in order to achieve the best possible wind band sound. The bulk of class time will focus on the specifics of ensemble playing, as students are expected to learn their individual part on their own time. Students will also have occasional sight-reading lessons to gain proficiency in music literacy. This group performs at Instrumental Music concerts, at least one festival in the Spring, and miscellaneous other performances throughout the year. Student enrollment is by audition only.

INTERMEDIATE BAND A/B (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Spring Semester Only

Recommended Prerequisite: None

The purpose of this course is to study and perform standard wind band (grade 2-4) repertoire. This includes pieces from multiple periods of music history as well as from composers of varying nationalities. Proper instrumental technique (breathing technique, articulation, blend and balance, etc.) will be taught in order to achieve the best possible wind band sound. The bulk of class time will focus on building the fundamentals of instrumental technique and the teaching of music theory. Students will also have occasional sight-reading lessons to gain proficiency in music literacy. This group performs at Instrumental Music concerts, and at least one festival in the Spring.

INTERMEDIATE ORCHESTRA A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Orchestra is a one-year course open to all students with basic performance skills on string instruments. This course is designed to increase the skill and performance abilities of each student, and to develop aesthetic and cultural values through critical listening. Skills in tone production, intonation, bowing technique, music reading and musical expression will be studied. Music theory, history, and composition will be part of this course. Students will perform medium to difficult literature from a variety of genres for performances in concerts and festivals.

Skills in tone production, intonation, technique, music reading and musical expression will be studied. Music theory will be part of the course. Grading is by progress, performance and written work.

CP ADVANCED ORCHESTRA A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

Advanced Orchestra is a class designed to help further the musical skills of advancing string players. It is designed for string players who already show competency on their instruments and are looking to further their knowledge about their instruments, learn musical literature for their instruments, and help them become all around better musicians.

AP MUSIC THEORY A/B

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Audition and Music Literature and Analysis

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

CLASS PERCUSSION A/B (Non-Core/Non College Preparatory)

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

This course is designed to further develop percussion students' musical skills and instrumental technique. Class objectives include performance of varied musical repertoire and styles, music reading skills, musicality, music terminology, music theory, as well as percussion techniques of multiple concert percussion instruments. During Fall semester, the Percussion class students will rehearse and perform with Marching Band at outside of school rehearsals, football games, field competitions and also with the Wind Ensemble and Concert Band. During Spring semester, students will rehearse and perform with the Indoor

Percussion ensemble, Wind Ensemble, Concert Band, and Percussion Ensemble. Concert percussion will remain a topic all year. Students will be placed in any and all ensembles by audition or at the directors' discretion.

CP GUITAR A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

CP Guitar A/B focuses on teaching students the fundamentals of guitar performance. In addition to learning how to play the guitar, students will learn the fundamentals of songwriting and will have the opportunity perform their own songs in class. All students are eligible to take Guitar AB (pending course availability) to satisfy their VAPA course-credit graduation requirement. This course offers all students - regardless of their level of music experience the opportunity to learn and utilize various guitar performance techniques to accommodate a wide range of musical genres.

Choral Music

Within the choral classes that are offered, students will learn to read a vocal score, sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy and tone quality. They will perform what they have learned in a variety of settings. Students without experience and who have vast performing background are encouraged to enroll in the courses.

CP SHOW CHOIR A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

The purpose of this course is to study and perform show choir repertoire written for 4 part mixed choir. Music chosen will be 4 or more part choral pieces from mostly the 20th century, Broadway, jazz, and pop/genres. However, in the scope of this course, students will also learn classical music such as but not limited to the Hallelujah Chorus for the Holiday Concert and any other classical pieces that will either fit into their show set or to be sung at concerts, outside performances, and Graduation. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass and then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy. In addition to the musical rigor of the course, students will also learn and participate in weekly dance and choreography lessons, as each of their show pieces and other pieces they will perform throughout the year are expected to be fully staged and choreographed. For this, a professional show choir choreographer will visit class and teach them in after school rehearsals.

CP HONORS CHOIR A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

The purpose of this course is to study and perform advanced (college-level) choral repertoire. Music chosen will be 4 or more part choral pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into four voice parts: Soprano, Alto, Tenor, and Bass that are then divided further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

CP WOMEN'S CHOIR A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

The purpose of this course is to study and perform beginner and intermediate choral repertoire written for treble choir. Music chosen will be 3 or more part treble choir pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into three voice parts: Soprano I, Soprano II, and Alto that are then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

CP WOMEN'S SHOW CHOIR A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Audition

The purpose of this course is to study and perform beginner and intermediate choral repertoire written for treble choir. Music chosen will be 3 or more part treble choir pieces from throughout music history. This included pre-renaissance, renaissance, baroque, classical, romantic, 20th century, jazz, popular/rock, and world-music. Students will sing in various languages including, but not limited to, Italian, Latin, German, Spanish, French, English, Korean, and Tagalog. Proper vocal technique, breathing technique, vowel formation, and blend will be taught in order to achieve optimum choral sound. Choral ensemble is divided into three voice parts: Soprano I, Soprano II, and Alto that are then may divide further when called for by the music. Students will also study music theory and vocabulary that will aid them in the process of learning

how to read music. Students will also have weekly sight-reading lessons in both treble and bass clef, in both major and minor keys, to gain proficiency in music literacy.

Dance

DANCE CHOREOGRAPHY A/B

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Introduction to Dance AB

Students will be introduced to various forms of dance technique, choreography, performance, and history. In dance, students will learn multiple genres of dance. Students will learn dance technique while exploring creative expression and improving basic coordination skills. They will be expected to perform in a spring concert and select students will perform in the fall concert.

In dance class, students will be exploring, but not limited to, movement, patterns, pathways, juxtapositions, musicality, emotion, form, and technique. In addition, students will be required to reflect on their movement as well as create their own movement sequences.

Starting with the set warm up, students will begin body awareness and understand what muscles are required for different movements in dance. Following, they must transpose their movement to center and across the floor combinations. Finally, students will use their technique and dance knowledge to create original works of art. Then, the students will perform their works of art and understand staging, costuming, and music editing. Self and group reflection will occur after each performance and during the creation process. Reflections may be written or verbal.

Theater

Within the theater courses that are offered, students will be able to develop their theater vocabulary, comprehend and analyze the elements of the theater, develop theatrical skills, create, design, produce, and perform scenes or plays, understand the role and cultural significance of theater, explore the history of the theater, critically assess and derive meaning from many works of theater, connect and apply theater to other content areas and careers. There is a sequence of courses that students may take that ultimately leads to acting in stage performances, directing, and/or assisting in the technical aspect of play production.

CP DRAMA A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

This course is designed as a prerequisite for all other drama classes and an introduction to Theatre Arts. Instruction includes the history of the theatre, beginning with Thespis and the Greeks, and progressing to the present time. Students are required to perform monologues, improvisational skits, and a two-person scene. The course includes basic theater terms, major movements, the actor's instrument (voice, movement), and an overview of techniques, focusing mainly on Stanislavsky, Strasberg's American acting "Method", and the modern schools of Stella Adler and Sanford Meisner. Spring semester culminates with a production of a one-act play.

CP THEATER/PLAYPRODUCTION A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: Drama A/B and Teacher Approval

Theatre is geared to the audience and includes drama activities that lead to the public presentation of a scripted play. The class emphasizes the more formal, advanced instruction in theatre production which includes the responsibilities of the production staff and crews, performance, direction, stage technique, theatre history, appreciation of the various theatrical styles and trends, playwriting and theatre-related careers.

CP THEATER ART WORKSHOP

Grade Level: 10, 11, 12

Course: Full Year

Recommended Prerequisite: Drama A/B

This course is designed to enable the student to explore a variety of theatrical forms, including musical theatre, in more detail through study and performances in a workshop-type class. The course allows the student to develop and polish his/her particular talent, build confidence for professional, community, or college auditions or apprenticeships, and gain experience in public performance.

HL IB THEATRE 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB THEATRE 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

World Languages and Cultures

Language and communication are at the heart of human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English and at least one other language, modern or classical. Additionally, children who come to school from non-English-speaking backgrounds should have opportunities to develop further proficiencies in their heritage languages and cultures (Standards for Foreign Language Learning in the 21st Century, 1999).

World/Heritage Language - The goal of the World Languages is to create citizens of the world. Students use languages to communicate effectively and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Languages offered include the equivalent of three or more years in the following: Arabic, Korean and Korean for Korean speakers, Italian, Mandarin, Spanish and Spanish for Spanish Speakers. Honors and AP are offered in Spanish and Italian and IB Diploma and IB Certificate students access an IB Language B course in Spanish, French, or Korean.

Students are provided opportunities to participate in interpersonal, interpretive, and presentational communication; experience cultural products and practices and reflect on the perspectives that underlie them; acquire knowledge and new perspectives from target language sources; learn about the nature of language and culture and how each manifests itself in human communication; and take language beyond the classroom in real-world interactions.

CP FOREIGN LANGUAGE 1AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Students learn to function in common daily settings for which they have rehearsed; understand learned words and phrases in authentic texts (oral/written); produce learned words and phrases; deal with discrete elements of life; comprehend and produce oral and written words and phrases; comprehend and be understood by highly-sympathetic natives.

CP FOREIGN LANGUAGE 2AB

AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH

Grade Level: 9-12,

Course: Full Year

Recommended Prerequisite: Foreign Language 1AB

Students learn to function in transactional settings and in some informal situations; understand the overall meaning, key ideas, and some supporting details in transactional and some informal texts (oral/written); break apart and recombine learned material to express personal meaning; deal with topics related to self and the immediate environment; comprehend and produce oral and written sentences and strings of sentences; comprehend and be understood by sympathetic natives.

CP FOREIGN LANGUAGE 3AB

AMERICAN SIGN LANGUAGE, ARABIC, FRENCH, KOREAN, MANDARIN, SPANISH

Grade Level: 9-12,

Course: Full Year

Recommended Prerequisite: Foreign Language 2AB

Students learn to function in most informal and some formal settings; understand the main ideas and most supporting details in uncomplicated concrete and factual texts (oral/ written); produce paragraph level discourse: simple narration, description and explanation; deal with uncomplicated topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives.

CP HERITAGE LANGUAGE 1AB

ARABIC, KOREAN, SPANISH

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Oral Proficiency

Students learn to function in an informal and some formal settings; understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written); produce paragraph level discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives when using formal language.

CP HERITAGE LANGUAGE 2AB

ARABIC, KOREAN, SPANISH

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Heritage Language 1AB; or literacy in the heritage language

Students learn to function in many formal settings; understand the main ideas and most supporting details in many formal and abstract texts (oral/written); produce extended discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives when using formal language.

CP HERITAGE LANGUAGE 3AB

ARABIC, KOREAN

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Heritage Speakers 2AB

Students learn to function in informal and many formal settings; understand the main ideas and most supporting details in complex concrete, factual and uncomplicated abstract texts (oral/written); produce extended discourse: simple narration, description and explanation; deal with complex concrete, factual and uncomplicated abstract topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives.

CP FOREIGN LANGUAGE 4AB, 1B 2 AB OR AP LANGUAGE AND CULTURE AB CHINESE, FRENCH, SPANISH

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Foreign Language 3AB or 1B 1AB or Heritage Speakers 2AB

Students learn to function in informal and many formal settings; understand the main ideas and most supporting details in complex concrete, factual and uncomplicated abstract texts (oral/ written); produce extended discourse: simple narration, description and explanation; deal with complex concrete, factual and uncomplicated abstract topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non- sympathetic natives. The AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the Foreign Language.

The AP Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP SPANISH LITERATURE AND CULTURE AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

SL IB SPANISH

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish 2 or Spanish Speakers 1

SL IB FRENCH

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish 2

SL IB KOREAN

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Korean or Korean Speakers 1

SL IB MANDARIN

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite:

CP Mandarin 2 or Mandarin Speakers 1

The IB DP language course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the student to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

HL IB SPANISH 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish 3 or Spanish Speakers 2 or SL IB Spanish

HL IB SPANISH 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: AP Spanish Language or HL IB Spanish 1

HL IB FRENCH 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP French 3 or
SL IB French

HL IB FRENCH 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: HL IB French 1 or AP French

HL IB KOREAN 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: SL IB Korean 3 or Korean Speaker 2

HL IB KOREAN 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: HL IB Korean 1

HL IB MANDARIN 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Mandarin 3 or Mandarin Speakers 2 or SL IB Mandarin

HL IB MANDARIN 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: HL IB Mandarin 1 or AP Mandarin

HL IB ARABIC 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Arabic 3 or Arabic Speakers 2

HL IB ARABIC 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: HL IB Arabic 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

World Language Course Credit Options

Beginning with the class of 2012, all students who graduate from GHC high school program must pass two years of the same foreign language in order to earn a high school diploma. Students who complete one course designed for heritage speakers (courses for speakers of Arabic, Korean and Spanish are currently offered) or a second year course in a non-heritage language will also have met the graduation requirement. Students may earn credit by taking classes on site, at a community college or university, or at a language

school. The foreign language requirement may be waived if students demonstrate equivalency through testing acceptable to the University of California.

Students who complete a first year course (1AB) for heritage speakers at Granada have completed a course that is equivalent to the second course in the sequence for non-natives. These students are not required to complete a second year course for heritage speakers in order to graduate. Students who complete a second-year course (2AB) at Granada are not required to complete additional course work in Foreign Language in order to graduate. Since students will earn only 10 Foreign Language credits, they must make up the necessary credits in another area. Counselors should complete a graduation waiver form and attach the documentation.

Students who complete the study of a language not offered at GHC at a language school are to follow the procedures outlined below:

- Foreign language courses must be taken during a student's high school years (grades 9 through 12).
- In order to receive credit, the school must be accredited and/or recognized as a language school. See the GHC's registrar if you have questions.
- Students will submit the GHC form to receive credit for foreign language courses that are not offered at Granada.
- The class must be pre-approved by the student's counselor prior to enrolling in the course.
- The counselor will sign the form and the student will take it to the school. The school will mail the form back to GHC's registrar upon completion. Counselors will make a copy for their files.

The foreign language requirement may be waived if students demonstrate equivalency through testing acceptable to the University of California. Be sure to consult the University of California website to determine the most recent regulations.

If student equivalency is validated before middle school graduation the graduation requirement will not be waived.

Passing scores for 2015 for the SAT Subject Test acceptable to the University of California: Chinese with Listening: 520, French/French with Listening: 540, German/German with Listening: 510, Modern Hebrew: 470, Italian: 520, Japanese with Listening: 510, Korean with Listening: 500, Latin: 530, Spanish/Spanish with Listening: 520

Passing scores for 2015 for AP Language and/or Literature and Culture Examination acceptable to the University of California: 3, 4 or 5 on the AP Language and Culture Examination in Chinese, French, German, Italian, Japanese or Spanish or on the AP Literature and Culture Examination in Spanish.

Passing scores for 2015 for IB Examination acceptable to the University of California: 5, 6 or 7 on an IB Language A2 HL Examination.

If a foreign language equivalency examination is taken and student equivalency is validated, the Foreign Language requirement may be waived. No credits will be awarded, and as a result, students will need to earn credits in another area. Counselors will complete a graduation waiver form and attach the documentation. Students are responsible for providing information to the college/university when applying.

International Baccalaureate (IB)

The International Baccalaureate (IB) Program at GHC a community of students focused on personal development and preparing students for the most serious challenges they will face after graduation. The primary goal of the program is to provide a space at Granada in which students are free to learn about themselves, their beliefs, and how they connect to the greater world around them.

HL IB BIOLOGY 1

Grade Level: 11

Course: Full Year

Recommended Prerequisites: None

HL IB BIOLOGY 2

Grade Level: 12

Course: Full Year

Recommended Prerequisites: HL IB Biology1

Course description and aims Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

HL IB CHEMISTRY 1

Grade Level: 11

Course: Full Year

Recommended Prerequisites: None

HL IB CHEMISTRY 2

Grade Level: 12

Course: Full Year

Recommended Prerequisites: IB HL Chemistry 1

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students

to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

HL IB COMPUTER SCIENCE 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP computer science HL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

HL IB DANCE 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB DANCE 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 1

Grade Level: 11

Course: Full Year

Recommended Prerequisite: 2 Years of Science

IB HL ENVIRONMENTAL SYSTEMS AND SOCIETIES 2

Grade Level: 12

Course: Full Year

Recommended Prerequisite: APES (or IB ESS 1 Year) or AP Biology with a C or better

The IB DP environmental systems and societies standard level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

HL IB GLOBAL POLITICS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB GLOBAL POLITICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The DP global politics course explores fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives. The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

HL IB HISTORY 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB HISTORY 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program higher level history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

HL IB ENGLISH 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB ENGLISH 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program Language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

Texts studied are chosen from the prescribed literature in translation (PLT) list and the prescribed list of authors (PLA) or elsewhere. The PLT list is a wide-ranging list of works in translation, from a variety of languages, allowing teachers to select works in a language different from the language of the examination. The PLA lists authors from the language of the examination. The authors on the list are appropriate for students aged 16 to 19.

All group 1 courses are suitable for students experienced in using a language in an academic context. It is also recognized that students have language backgrounds that vary significantly. For one student the target language may be his or her only proficient language; another student may have a complex language profile and competence in more than one language. While students in the group 1 courses will undergo significant development in their ability to use language for a range of purposes, these are not language-acquisition

courses. In group 1, it is assumed that students are highly competent in the target language, whether or not it is their mother tongue.

SL IB SPANISH

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish or Spanish Speakers 1

SL IB FRENCH

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish 2

SL IB KOREAN

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Korean 2 or Korean Speakers 1

SL IB MANDARIN

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Mandarin 2 or Mandarin Speakers 1

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the student to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

HL IB SPANISH 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: CP Spanish 3 or Spanish Speakers 2 or SL IB Spanish

HL IB SPANISH 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: AP Spanish Language or HL IB Spanish 1

HL IB FRENCH 1

Grade Level: 11-12

Course: Full Year
Recommended Prerequisite: CP French 3 or SL IB French

HL IB FRENCH 2

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: HL IB French 1 or AP French

HL IB KOREAN 1

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: SL IB Korean or CP Korean 3 or Korean Speakers 2

HL IB KOREAN 2

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: HL IB Korean 1

HL IB MANDARIN 1

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: CP Mandarin 3 or Mandarin Speakers 2 or SL IB Mandarin

HL IB MANDARIN 2

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: HL IB Mandarin 1 or AP Mandarin

HL IB ARABIC 1

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: CP Arabic 3 or Arabic Speakers 2

HL IB ARABIC 2

Grade Level: 11-12
Course: Full Year
Recommended Prerequisite: HL IB Arabic 1

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language.

Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

SL IB MATHEMATICS

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigor required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

HL IB MATHEMATICS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB MATHEMATICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

HL IB PHYSICS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: AP Physics 1 with a C or better

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyze results and evaluate and communicate their findings.

HL IB PSYCHOLOGY 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: Based on previous course and course grade.

The IB Diploma Program higher level psychology course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

SL IB SPORTS, EXERCISE AND HEALTH SCIENCE

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: None

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze

human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

HL IB THEATRE 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB THEATRE 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

IB THEORY OF KNOWLEDGE

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: Based on previous course and course grade.

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

HL IB VISUAL ARTS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

HL IB VISUAL ARTS 2

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Based on previous course and course grade.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

AP CAPSTONE (AP)

AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical evidence-based decisions. AP Capstone is comprised of two AP courses —AP Seminar and AP Research— and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. AP Capstone™ is also diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work.

What is AP Capstone?

AP Capstone is a flexible, rigorous two-year program designed to help students develop the research, critical thinking and communication skills they'll need in order to be successful in college, as well as in other professional environments. The program is composed of two separate components, the Seminar Course and the Research Course. In order to earn a Capstone Diploma, students must earn a qualifying score of 3 or higher on both the Seminar and the Research assessments, in addition to any other four AP tests, at any time in their high school career. Should a student not successfully complete these four additional AP exams, he or she may potentially be eligible for a Capstone Certificate. However, it is expected that students enrolled in the program will pursue the full diploma.

What Are the Seminar and Research Courses?

The Seminar and Research course differ from other AP courses in that they are not content-driven, but rather focused on cross-curricular and interdisciplinary critical thinking skills. Instead of being assessed via

a traditional year-end test, AP scores in the Seminar and Research courses are determined through several performance-based tasks: individual and collaborative research projects, papers, and presentations.

In the Seminar Course, students will complete: a team research project focused on current social issues, which will include a paper and presentation; an individual research paper and presentation in a discipline of the student's choosing; and a year-end assessment designed to measure student skill in evaluating arguments in multiple disciplines.

AP Seminar Assessment Structure

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

AP Research Assessment Structure

Format of Assessment

1. Team Project and Presentation | 20 percent of AP Score
 - a. Individual Research and Reflection
 - b. Team Multimedia Presentation and Defense
2. Individual Research-Based Essay and Presentation | 35 percent of AP Score
 - a. Individual Written Argument
 - b. Individual Multimedia Presentation
 - c. Oral Defense
3. End-of-Course Exam (3 Hours) | 45 percent of AP Score
 - a. Understanding and analyzing an argument
 - b. Synthesizing information to develop an evidence-based argument.

Per the AP Research Course and Exam Description:

“Students design, plan and implement a yearlong, in-depth study or investigation in an area of personal interest through a chose or designed inquiry method and develop a well-reasoned argument based on the evidence collected in an academic paper of 4,000-5,000 words. As a culmination of their research, students deliver (using appropriate media) a presentation and orally defend their research design, approach and findings. Throughout the inquiry process, students communicate regularly with their teacher and, when appropriate, consult with an internal or external expert.”

1. Academic Paper (4,000-5,000 words) | 75 percent of AP Score
2. Presentation and Oral Defense (15-20 minutes) | 25 percent of AP Score

AP COMPUTER SCIENCE PRINCIPLES AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Exploring Computer Science

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with

large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP COMPUTER SCIENCE AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: “C” or better in Geometry and Math Teacher recommendation

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

AP LANGUAGE AND COMPOSITION

Grade Level: 11

Course: Full Year

Recommended Prerequisite: Recommendation and Completion of AP Packet

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP LANGUAGE AND LITERATURE

Grade Level: 12

Course: Full Year

Recommended Prerequisite: Recommendation and Completion of AP Packet

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they

read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

AP CALCULUS A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: "C" or better in Pre-Calculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP CALCULUS B/C

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: "C" or better in Calculus A/B or Honors Pre-Calculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP BIOLOGY AB

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; science teacher recommendation; geometry concurrent or completed with a B or better; recommended for honors English placement; NWEA RIT high average or better in English and math.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

AP ENVIRONMENTAL SCIENCE AB

Grade Level: 11-12, 12th grade priority

Course: Full Year

Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or CP Biology and CP Chemistry completed with an A; science teacher recommendation; geometry completed with a B or better; NWEA RIT high average or better in math and English; recommended for honors English placement.

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP CHEMISTRY AB

Grade Level: 10-12

Course: Full Year

Recommended Prerequisites: Honors Biology and Honors Chemistry completed with a B or better, or Honors Physics/AP Physics 1/Honors Biology (9th grade option) completed with a B or better, or CP Biology and CP Chemistry completed with an A; science teacher recommendation; Algebra II completed with an A; NWEA RIT high average or better in math and English; recommended for honors English placement.

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP PHYSICS 1

Grade Level: 9th grade only

Course: Full Year

Recommended Prerequisites: 8th grade science completed with a B or better; Honors Algebra II/Trigonometry or higher concurrent.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

AP PHYSICS 1

Grade Level: 11-12

Course: Full Year

Recommended Prerequisites: Honors Biology completed with a B or better, or CP Biology completed with an A; Trigonometry/Math Analysis or higher concurrent; math and science teacher recommendation; NWEA RIT high average or better in math and English; recommended for honors English placement

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

AP PHYSICS C

Fall Semester: Mechanics and Spring Semester: Electricity/Magnetism

Grade Level: 11-12, 12th grade priority

Course: Full Year

Recommended Prerequisites: AP Physics 1 completed with a B or better; CP Biology and CP Chemistry or CP Physics completed with an A; math and science teacher recommendation; Calculus A completed with a B or better; Calculus BC or above concurrent; NWEA RIT high average or better in math and English.

AP Physics C: Mechanics is equivalent to a one-semester, calculus based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

AP WORLD HISTORY A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: – A or B in Honors English

Concurrent Enrollment – Honors English

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment;

development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

AP EUROPEAN HISTORY A/B

Grade Level: 10-12

Course: Full Year

Recommended Prerequisite: A or B in Honors English

Concurrent Enrollment – Honors or AP English

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

AP UNITED STATES HISTORY A/B

Grade Level: 11-12

Course Full Year

Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English

Concurrent Enrollment – Honors or AP English

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

AP GOVERNMENT AND UNITED STATES POLITICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Grade of A or B in Honors or AP History classes; grade of A or B in Honors English

Concurrent Enrollment – AP or Honors English

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP MACROECONOMICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Algebra

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP MICROECONOMICS

Grade Level: 12

Course: One Semester

Recommended Prerequisite: Algebra

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP HUMAN GEOGRAPHY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: 9th grade Introduction to Geography (suggested)

Concurrent Enrollment: Advanced Placement Environmental Science (suggested)

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP PSYCHOLOGY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

AP ART HISTORY A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

AP STUDIO ART: 2-D DESIGN A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Drawing

Demonstrate mastery through any two-dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

AP STUDIO ART: DRAWING A/B

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: None

Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course.

AP MUSIC THEORY A/B

Grade Level: 11-12

Course: Full Year

Recommended Prerequisite: Audition and Music Literature and Analysis

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize,

understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

AP SPANISH LITERATURE AND CULTURE AB

Grade Level: 9-12

Course: Full Year

Recommended Prerequisite: Advanced Placement Spanish Language and Culture or AB or IB 2AB

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

CREDITS, MARKS, AND GHC GRADUATION REQUIREMENTS

Definition of Credit

Earning five instructional credits normally requires the equivalent of five 40 to 60 minute periods of class time a week for one semester, or 60 hours a semester. One instructional credit normally requires 12 clock hours of instruction time. A semester course that meets for one period five days a week or 60 hours provides five (5) credits when satisfactorily completed; an annual course of 120 hours provides ten (10) credits.

Awarding Course Credit

Class credit is awarded for classes approved by the GHC Governing Board. Earning five instructional credits normally requires five 40 to 60 minute periods of class time per week for one semester. Credits are based on the Carnegie Unit. One Carnegie Unit represents one full-year class and is equivalent to 10 semester credits. One-half Carnegie Unit represents one semester's work in a subject and is equivalent to 5 semester units. Credit is not awarded for classes in which a student earns a Fail, No Mark, Incomplete or ATF (Fail due to attendance policy).

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, Incomplete or ATF. Partial credit is not granted for GHC classes unless a student is eligible under AB 216. For information about GPA calculation, see the GPA section. Currently enrolled students who take classes at institutions other than Granada Hills Charter High School must have approval from their counselor to earn high school credit. All courses posted to the transcript are final and cannot be removed from the transcript record.

Accreditation

All GHC high school courses are accredited by the Western Association of Schools and Colleges (WASC) and are transferable throughout the United States. Students who graduate from GHC high school with a "C" or better in required courses will meet the UC/CSU "a-g" requirements unless otherwise noted in their Individual Education Plan. The NCAA has specific requirements that must be observed and should be discussed with your student's counselor. For a complete list of UC/CSU courses go <https://hs-articulation.ucop.edu>. Other resources are:

1. www.californiacolleges.edu
2. www.universityofcalifornia.edu
3. www.calstate.edu

Graduation Requirements

To receive a high school diploma at GHC , students must earn a grade of "D" or better in all courses, earn 230 credits, and satisfy the:

- Minimum UC "a-g" course sequence
- California Department of Education (CDE) graduation requirements, and
- Additional GHC graduation requirements

For UC/CSU admission, student must earn a grade of "C" or better. Completion of the minimum GHC graduation requirements does not guarantee admission to a University of California (UC) or California State University (CSU) campus. To be competitive for college and scholarships, students are encouraged to complete additional "a-g" courses beyond the minimum fifteen with a grade of "C" or better. If a student earns lower than a "C" in any of these courses, the student must either repeat the course and earn a grade of "C" or better, or in approved cases, validate the course by earning a "C" or better in a more advanced course.

In addition, colleges and universities consider scores on SAT and/or ACT exams, grade point average (GPA) and extracurricular activities for admissions eligibility. For additional requirements students should contact their counselor and visit specific college websites. The "a-g" Subject List: To view the list of UC/CSU approved courses for Granada Hills Charter High School go to our web page at the following link: <https://hs-articulation.ucop.edu>

In accordance with UC admissions requirements, GHC has adopted validation rules. Validation occurs when a student has successfully completed advanced work (earning a grade of "C" or better) in an area of sequential knowledge. See the validation section.

Credit for Courses Taken More than Once

Credit is not awarded for classes repeated to raise a grade unless the grade previously earned was a Fail, No Mark, Incomplete or ATF. Partial credit is not granted for GHC classes unless a student is eligible under AB216. For information about GPA calculation, see your student's Counselor. Only certain courses may be repeated for credit. In certain circumstances there is a limit to the number of times a course may be repeated for credit. Courses that may be repeated for credits are noted in the course description.

NUMBER OF COURSES REQUIRED EACH SEMESTER

Maximum Credits

Generally, a student is not enrolled in more than six classes (equal to 30 credits) a semester. Some students are capable of participating in additional educational opportunities beyond the usual number of allotted classes. If a student requests more than six classes, the student must have the ability, educational goals, and commitment that will enable him or her to be successful in an extended program.

Minimum Credits

Generally, students must be enrolled in six classes. Students may take seven classes upon completion of the *Seven Periods Authorization* form. Under CA Code 46147 and GHC policy, students in grade 12 are required to be enrolled for 240 minutes a day or five classes. Granada Hills Charter also requires that 12th grade students have earned at least 190 credits before the start of the fall semester and 215 credits before the start of the spring semester to enroll in less than six classes. Under CA 46145 and GHC policy, students in grades twelve may take five classes if they are also enrolled in regional occupational programs, courses at accredited post-secondary educational institution, independent study, and special education program where the pupil's individualized education plan establishes a different number of courses, continuation education classes, or adult school classes. Under Ca Ed Code 46146 and GHC policy, students in grades 11 and 12 must be attendance in five classes if the pupil is enrolled part-time in classes at the California State University or the University of California. All students who leave prior to the regular school day, must complete the Home/Off Site Authorization Form available.

Summer Transition Academy (STA)

The Governing Board of GHC approved attendance at the Summer Transition Academy as a graduation requirement for all students beginning with the class of 2011. All new students entering 9 and 10th grade must attend and successfully complete the STA. The Summer Transition Academy is designed to provide a successful transition to GHC, orient students to the Charter School climate and campus, acclimate students to the culture of GHC, access current learning and provide a unifying experiences, perform diagnostic test to ensure proper class placement, model a college-readiness culture and develop a four-year academic plan, and introduce families and students to higher education. Students earn 2.5 elective credit in Academy Math and 2.5 credits in Academy English. Students who miss more than four hours' total will receive an "Attendance Fail (ATF)" on their transcript and must complete the STA the following summer. Students who cannot attend the summer between 8th and 9th grade may file an appeal only under extenuating circumstances. Appeals for deferred attendance must explain the extenuating circumstances are considered by a committee. Students with a granted appeal will have to complete the STA the following year. If an appeal is denied, and the student fails to attend, the student will earn a grade of Fail on their transcript and must complete the STA the following summer. STA grades are included in the GHC cumulative GPA. Students who chose not to attend the STA, will not participate in the GHC ceremony or earn a GHC diploma unless an approved substitute is completed in Senior Boot Camp following the expected graduation date.

Students entering GHC in grade 11 and 12 may attend the Summer Transition Academy or apply to his or her Counselor for a substitute course approval. Students who enroll in GHC in grade 9 and 10, leave GHC

and then re-enroll, must meet the STA requirement in order to earn a GHC diploma and participate in the GHC graduation ceremony.

Credit for School Service, Similar Courses and Repeated Courses

School Service courses are reserved only for students with a 2.0 and above in grades 10-12. Students in grade 9 make take a service class under extraordinary circumstances'. The student's parent, counselor, and administrator must sign the Service Form, and keep the documentation on file. Assembly Bill 1012 (AB1012) allows the assignment of students to such courses without "educational content" if three conditions are met: the pupil's parent/guardian has consented in writing to such assignment; a school official has determined that the pupil will benefit from being assigned to such course; and the administrator has stated in a written document maintained at the school that for the relevant school year, no students are assigned to those classes unless the school has met the above conditions. Service and similar classes include academic mentor, peer tutoring, teacher assistant, laboratory assistant computer assistant, language assistant and office assistant.

However, under no circumstances shall a school assign a pupil to a course period without educational content "because there are not sufficient curricular course offerings for the pupil to take during the relevant period of the designated school day."

AB 1012 further provides the same conditions/restrictions as it relates to the assignment of students to a course that the pupil has previously completed and received a grade which satisfies the prerequisites for admission to the California public institutions of postsecondary education and the minimum requirements for receiving a diploma.

Counselors assigning service classes, other similar classes or repeated classes to students shall record the parent permission and administrator verification form for every student and keep it on file.

Report Cards

Report cards are issued and mailed home at the 12-week and 20-week periods. Parents may view the interim progress report grades at the 6-week periods as well as the 12 week and 20-week report cards in Parent Portal. All twenty week grades are final and cannot be expunged or removed from the transcript. Work habits or teacher comments are NOT posted to the transcript.

Final Exams

All teachers give comprehensive finals during the designated final exam schedule in December and late May/early June. All students are required to take the Final Exams. Teachers shall not make accommodations for an early or late final. Students who are absent on the designated date will receive a zero on the final exam. Students who need to be excused under extenuating circumstances will have to file an appeal with the Final Exam Appeal Committee. Forms are available in the Counseling Office and verification is required. The student must have a passing grade to apply for an incomplete. Students who are absent the day of the final exam shall file an appeal. An appeal may be granted upon verification of a doctor's note.

No Mark

A grade of “No Mark” (NM) will be given if the student has been enrolled in GHC less than 15 days when no grades are provided from the previous school or class.

Incomplete

A grade of “Incomplete” (INC) may be given when a pupil has been absent during the latter part of the quarter or semester for which a report card is issued. Incomplete is given only if the pupil was passing when present and whose attendance appeal has been approved. The counselor will prepare and submit an Incomplete Form for approval by the administrator who supervises counseling. Unless otherwise authorized, a grade of (INC) must be completed by the six-week report card in the term following the date in which the grade was issued.

Student with Disabilities

Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers. The IEP team does not have the authority to grant waivers. The Governing Board of GHC has adopted alternative means for pupils to complete the prescribed course of study in an US accredited institution as follows:

- Career technical education classes offered in accredited high schools
- Courses offered by an accredited regional occupational centers or programs
- Independent study from an accredited institution

Credit earned at an accredited postsecondary institution. Students with disabilities who do not complete all of the requirements for a diploma are eligible for a Certificate of Completion, including students who receive services from the Resource Specialist Program, Related Services, and Special Day Programs. Students who participate in the Alternate Curriculum are not programmed into courses that earn graduation credit, and therefore these students are not eligible for a diploma.

English Learner Students

Per state and federal regulations, English Learners who have not yet met reclassification criteria are required to have an English Language Development class. Literacy & Language and Advanced ELD are categorized as English Language Development courses by UCOP. Although these courses are “b” approved, a maximum of two semesters may be used to satisfy the “b” requirement. These courses can also be used for “g” credit if the course is being taken for a second year. These courses cannot be used for 12th grade English.

Students in Foster Care

On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of the school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live.

To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.

Among the provisions are

- Foster youth who transfer between schools any time after the completion of their second year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student's fourth year of high school.
- If GHC determines that a student is reasonably able to complete the school district's graduation requirements within a fifth year of high school, GHC shall inform the student of his or her option to remain in school for a fifth year to complete the GHC graduation requirements.
- GHC shall notify the student and the education rights holder about the effect this will have on their ability to gain admission to a postsecondary educational institution and
- GHC shall provide information about transfer opportunities available through the California Community Colleges.
- GHC shall permit that student to attend a fifth year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.
- The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her third or fourth year.
- Schools must notify the holder of education rights, the foster youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their fourth year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their fourth year of high school.
- Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school.
- Foster youth may not be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education.
- If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
- If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption.

- If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court’s jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
- A school, a student in foster care, the education rights holder, the student’s social worker, and/or the student’s probation officer shall not require or request a student in foster care to transfer schools in order to qualify the student for an exemption.

The minimum graduation requirements for eligible students in foster care as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

- Three years in social science, including United States History and Geography; World History, Culture, and Geography; a one-semester course in American Government and Civics; and a one-semester course in Economics.
- Three years in English.
- Two years in mathematics. algebra 1 or an advanced algebra course must be completed in grades 6-12.
- Two years in science, including biological and physical sciences.
- One year in visual or performing arts or foreign language or CTE.
- Two years in physical education, unless the pupil has been exempted pursuant to the provisions of this code.
- Students must complete the CDE requirements with a grade of “D” or better.
- Note: In many cases completion of an “a-g” course will also satisfy the CDE requirement. Advanced placement exams and/or subject tests may not be used to meet the CDE requirements.

EARNING A GHC DIPLOMA FOLLOWING THE EXPECTED GRADUATION DATE

Students are eligible for a Granada Hills Charter high school program diploma upon the successful completion of 230 credits of required coursework. All incoming students must also attend the Summer Transition Academy. Students who do not meet the diploma requirements must complete the diploma requirements within the summer of the graduation year. Students may take classes during summer school, GHC Summer Boot Camp for non-grads, intersession, adult school or at other institutions. Students who take courses at the adult school or other institutions, must provide GHC with an official transcript in a sealed envelope verifying course completion. Diplomas will not be issued without an official transcripts provided in a sealed envelope. Students with disabilities who are eligible for an IEP under IDEA should contact their case carrier for information about diploma opportunities.

Non-Graduates

Situations when a student does not graduate “on time.”

- A non-graduate **who was expected to graduate** at the end of the spring semester, and finishes the graduation requirements on or before August 15 immediately following the graduation year, may receive their GHC diploma.

- For a non-graduate who was expected to graduate in June and does not take advantage of completing the missing course requirements during the summer/intersession and/or the fall semester immediately following the grad year, the counselor or administrator shall refer the student to adult school to complete the new graduation requirements as determined by the adult school counselor or administrator. The adult school shall be responsible for issuing the appropriate diploma.

Exceptions to the above are as follows:

- English Learners who are newcomers enrolling in high school as their first school experience in the United States may remain in high school until graduation requirements are met or through the age of 21 as long as satisfactory progress is made. Satisfactory progress is defined as earning at least 55 credits per year.
- Students with an IEP may remain in high school until the age of 22 based on the IEP.
 - a) A student who becomes 22 years of age during the months of January to June, inclusive, while receiving a special education program and/or services is eligible and may continue to receive services for the remainder of the current fiscal year (i.e., school year), including any extended school year program for special education students.
 - b) A student with an IEP who voluntarily elected to exit from school with a Certificate of Completion may elect to re-enroll in school prior to his/her 22nd birthday during the months of January and June. In this case, an IEP team would develop an IEP including an Individualized Transition Plan (ITP) with appropriate goals and objectives within 30 days.

Early Graduation

Some students may want to graduate in three years. Students who are interested in pursuing this option should make an additional appointment with the counselor no later than the end of the 9th grade. The student, parent, and counselor will prepare a course plan and sequence, complete the early graduation form, and discuss the social and emotional needs of the student. Students who select this option shall be required to take summer school classes and seven periods. Only those students who are highly motivated, organized, mature, responsible and self-motivated should select this option.

Please note the student responsibilities as follows:

- The student's grade level and School ID will not be changed. He/she will graduate as an 11th grade student.
- The student must meet all of the graduation and eligibility requirements as if he/she would be a senior.
- The student must arrange with the English department to complete the senior project.
- The student will not be eligible for the Seal of Biliteracy or Golden State Diploma.
- The student cannot be considered for valedictorian but will be eligible to participate in the senior award ceremony and graduation ceremony as a gold or silver seal bearer if qualified.
- The student is responsible for attaining senior activity information and meeting all of the requirements necessary for participation in those activities with approval from the Activities Office.
- The Student must contact and make arrangements with the yearbook regarding the senior picture.

- The Student is responsible for completing and submitting the Senior Contract on or before the required due date.
- Student is responsible for completing and submitting the Diploma Card on or before the required due date.
- The student must participate in graduation rehearsals and the senior clearance.
- The student must make arrangements to complete his/her final exams in advance of rehearsal

GHC HIGH SCHOOL GRADUATION SUBJECT REQUIREMENTS

All courses are approved by the Western Association of Schools and Colleges and are transferable to accredited schools throughout the United States. In addition, all CP, AP, and IB courses are approved by the University of California and the California State University. The NCAA has specific requirements that must be observed and should be discussed with your student's counselor.

Students must take the following required coursework and earn 230 credits:

English (English 9AB, 10AB, 11AB, and 12AB)	40 credits
College Preparatory Math	30 credits
Biological Science AB	10 credits
Physical Science AB	10 credits
World History AB	10 credits
United States History AB Economics	10 credits
Principles of American Democracy	5 credits
Visual & Performing Arts AB (annualized)	5 credits
World Language and Cultures AB	20 credits
Local Options or other GHC approved course	10 credits
Physical Education/Health	10-20 credits
Summer Transition Academy	5 credits
Electives	55 or more credits

Total 230 Credits

UC/CSU Subject Requirements

Subject Code	Subject Requirements	UC/CSU
A	World History/Cultures/Historical Geography/Civics/American Govt/ U.S. History	2 years
B	English	4 years
C	Mathematics	3 years (Algebra 1, Algebra 2, Geometry or higher) <i>Three to four years recommended for highly competitive schools</i>
D	Laboratory Science (One physical science and one life science)	2 years (Biology, Chemistry, Physics, or other approved CP Laboratory Science) <i>Three to four years recommended for highly competitive schools</i>
E	Language other than English	2 years same language <i>Three to four years recommended for highly competitive schools</i>
F	Visual and Performing Arts	1 year-Sequential preferred
G	College Preparatory Electives	1 year from "g" approved courses

Students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (A-G subject requirements) and pass courses with a grade of “C” or better to meet minimum admission requirements. Highly competitive universities recommend that students take a more rigorous academic schedule above these minimum requirements. All A-G courses are transferable to California public universities and other colleges. Parents receive notification of course transferability in all student recruitment and student enrollment materials. See previous section on College and Career Readiness.

INSTRUCTIONAL METHODOLOGY AND STRATEGIES

General education teachers, special education teachers, and related service providers instruct from a multi-tiered approach utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need additional support. Common benchmarks, daily formative and comprehensive summative assessments are used to measure progress towards grade level standards as well as IEP goals. Parents have the ability to access ongoing postings of grades on the online PowerSchool Mobile App. Instructional materials, including, but not limited to, textbooks (Big History, Big Ideas Math, , online resources (Khan Academy, iReady, Albert.io, Engage NY, etc), e-textbooks, are aligned to the Common Core State Standards, NGSS, and ELD standards.

The following variety of instructional methods provide the best opportunities for all students to learn at high levels creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. These instructional methods support the vision and mission of GHC and are well suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary for students to be college and career ready, and address visual, auditory and kinesthetic learning modalities.

- Project-based instruction: Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills needed for success in college and the world beyond. Projects also link the curriculum content with students’ real world experiences, making learning relevant, personalized and valuable to their lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects (e.g., social studies and language arts) and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. A guaranteed and interdisciplinary curriculum provides equity and relevancy for an ethnically and culturally diverse student population.
- Culturally appropriate curriculum and instruction: A multicultural curriculum and culturally sensitive pedagogy enables students to appreciate and respect their own and each other’s heritages and develop an understanding of multiple perspectives.
- Flexible supports: Many supports are provided within the classroom, the school and community. For example, pedagogical support includes literacy support, tutoring across subject areas, second language learning supports, guest lectures, real life experiences in the form of field trips, and invitational expert panels. Social support is facilitated through approximately sixty clubs and community sponsors.
- Diagnostic assessment: Teachers use a wide range of diagnostic assessments to evaluate how students learn as well as what they learn. These assessments inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- Inquiry-Based Assessment: Teachers use data to inform their instruction through inquiry-based assessment. Teachers periodically assess students on designated standards. The data around students’ mastery is shared, analyzed and discussed at grade level and professional development

team meetings. Collaborative meetings provide teachers with opportunities to identify and share successful instructional practices.

- **Integrated Arts:** Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects.
- **Authentic Experiences:** Students learn by applying the scientific method to hands-on experiments, field experiences and by interacting with others on community issues. Students interested in the STEM, GBF, GHI, AP, GGC, Humanitas and the IB programs or enrolled in CTE classes consistently apply learning as it relates to everyday life and understanding of the world around them.
- **Direct Instruction and Inquiry-Based Instruction:** Teachers teach through both direct instruction and inquiry-based instruction based on the most used and effective instructional strategies (Marzano, Pickering and Pollock, 2005). Direct instruction strategies include cues, questions, reinforcement, advanced organizers, nonlinguistic representations, individual practice, lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group cooperative learning or one-on-one format. Inquiry based instruction strategies involve asking students to structure and solve problems, research and pursue information, generate and test hypotheses and draw inferences independently.
- **Community Service/Internships:** Community service and internships afford students the opportunity to apply their learning in real world settings and to build relationships with adults and make contributions to their communities. Community service / internships mirror students' personal and career interests and range from volunteer and public service efforts to work in local childcare agencies or business offices. This strategy also supports the Community Action Service requirement of the students aiming for an IB diploma. In addition, students engage in many collaborative projects at the school site where they learn and use their interpersonal skills by negotiating and solve common problems.
- **Integrated Technology:** Technology is used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. 21st century teachers, a mix of digital natives and digital immigrants, are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology.
- **Co-teaching:** To ensure mainstream instruction for special education students in math, we use the co-teaching model in which there are two certificated teachers, a certificated general education and a special education teacher co-teaching within a single classroom. Teachers have been trained to provide instruction in these classrooms where both adults play an equal role in providing and supporting content instruction within a classroom.

THE HIGH SCHOOL PROGRAM'S ACADEMIC SUPPORT

Granada Hills Charter high school program employs ten academic counselors. The GHC high school counseling department offers a comprehensive program that emphasizes academic, career, and personal development.

The Counseling Office is open from 7:15 a.m. to 4:30 p.m. Our counselors meet with students at various times during the school year to review progress towards graduation and post-secondary goals. Each counselor has an alphabetical group of students to monitor and support. Please check with your child's counselor for his or her specific office hours. Counselors are generally available during nutrition, lunch, and after school to address the immediate needs of our students. Counselors are also available most Wednesday evenings until 6:30 p.m. on a rotating basis. Parents and students should email the counselor for any questions regarding Concurrent Enrollment Forms, Credit Recovery, Program Changes, or any other issues. A list of the counselors and their email addresses can be found on the GHC website.

Students entering the grade 9 must attend a GHC counseling appointment in the spring prior to Summer Transition Academy for maximum Academic program choice and course options. During this meeting, the counselors will discuss program and course options, and review a four year plan. An example of the four year plan is included in the course catalog. Incoming students new to GHC also attend the Summer Transition Academy.

Counselors meet with students to discuss classes, secondary education and career options in grades 10, 11 and 12. Students also meet with their counselor in the spring semester to discuss course requests for the upcoming school year. Students with mid-year program change requests also meet with the counselors in the fall semester. Counselors are also available to students and parents on an ongoing basis all year long. Granada Hills Charter's high school program employs ten academic counselors' and three college and career counselors. The high school program's counseling department offers a comprehensive program that emphasizes academic, career, and personal development.

High school program students have opportunities to take both accelerated courses and remedial courses during the GHC summer school which is offered every summer. Summer school is available only for students who will be enrolled in the following fall semester or GHC students who need to complete graduation requirements. The Extended School Year (ESY) program for students with disabilities and Senior Boot Camp for students who need to make-up credits also is offered during the GHC summer school. During the school year, students can make up "a-g" courses and elective courses during three Intersession sessions. Granada Hills Charter also offers students with disabilities an option to make -up grades on Saturday.

GHC Intervention Coordinator

The intervention coordinator promotes the implementation of GHC's multi-tiered framework by supporting the Charter School's most "at risk" students. The coordinator works collaboratively with counselors, deans, and the After Hours Activities Program (AHA) to identify at-risk students, develop individualized intervention plans, monitor and report student progress. In addition, the coordinator works

with the leadership team in the development of student support programs for academic intervention classes and/or tutoring sessions.

Psychiatric Social Worker Social Emotional Support

The Charter School provides comprehensive social and emotional support from the full-time psychiatric social worker. Some of these students have complex psychiatric problems which require intensive case management and interagency collaboration. A full-time Designated Instructional Services counselor/transition specialist attends to the social-emotional needs of students with IEPs. In addition, a contracted psychiatric social worker provides school-based Educationally Related Mental Health Services.

GHC College and Career Counselors

Three college and career counselors guide students and parents in the process of college application, admission, and scholarship/financial aid. The counselors provide group presentations, one-on-one counseling, and workshops. Information about these workshops and important college and career related opportunities and deadlines is disseminated through our website, social media, flyers, PA announcements, and the weekly College and Career Office Newsletter that is emailed to all parents, students, and staff. The Charter School uses Naviance to assist students as they research, explore, and plan for their post-secondary transition. Students log into Naviance with their GHC email username and password by accessing Naviance Student through the GHC College and Career Office webpage.

Intervention

Monitoring and tracking student performance and progress begins during Summer Transition Academy (STA) at GHC. In math classes students complete two assessments to ensure proper placement in math classes for the fall semester of 9th grade, while students in English Language Arts classes complete the NWEA English assessment to ensure proper placement. Both the English and math teachers of STA meet at the end of the three-week program to discuss their shared student population and identify students who may need extra support and intervention during their ninth grade year. This information is communicated to the student's counselor so that the counselor will have the ability to monitor each student at the beginning of the semester.

The intervention coordinator, along with counselors and administration, completes a report card analysis during each marking period. Students with more than one D or F at the first six week progress report (R1) or the first six week progress report of the second semester (R4) marking period are identified as "At-Risk" and are contacted and provided with increased support services. On the teacher side of report card analysis, teachers are notified at the R1 or R4 marking period if any students have a single D or F in that teacher's class only. These teachers then meet with the student to explore options to help the student improve his/her grade in the class. Teachers have undergone training in differentiated instruction and review of best grading practices to ensure that when intervention is completed for students who are only struggling in one class, the methods are effective and individualized to fit the needs of the student. From the R1 to the R3, and the R4 to R6 marking period, the trend of students with Ds and Fs on their report cards consistently trends downwards as both the intervention coordinator and teachers implement intervention strategies to support students.

Intervention Programs

Our goal is to serve students in the least restrictive environment (LRE). To this end, we provide student with a wide array of customized support services in three tiers. Granada Hills Charter is richly staffed with a large out-of-classroom department. Three deans of discipline and two deans of attendance identify and support students with behavioral and attendance problems. Ten academic counselors work with students to resolve minor academic and socio-emotional issues individually and in groups. One intervention coordinator, one 504 counselor and one DIS/Transition counselor assist students with disabilities. The most severe social, cultural and behavioral problems are addressed by a psychiatric social worker and a contracted Educationally Related Intensive Counseling Services provider. Some of these students have complex psychiatric problems which require intensive case management and interagency collaboration with Valley Coordinates Services, and the Asian Pacific Counseling Center. Granada Hills Charter is committed to the collaboration with the State of California, other LEAs, and respective local communities to build and sustain relationship to support youth focused programs. The Charter School partners with LAPD, LAUSD School Police, and the following community organizations: Child and Family Guidance Center, Valley Coordinated Services, The Help Group, Our House Grief Group, Allied Treatment Center, Phoenix House San Fernando Mental Health Center, Los Angeles County Department of Mental Health School Threat Assessment and Response Team (START), and SSG/Asian Pacific Counseling and Treatment Centers, among others.

Tier 1- Universal Supports

Tier 1 begins with school wide behavioral and academic expectations, including standardized school wide behavior expectations, robust support services, academic support in/out of school, active monitoring, positive reinforcement systems, firm, fair, and corrective discipline and effective classroom management and instruction. Monitoring and tracking student performance and progress begins during Summer Transition Academy at GHC. In math classes students complete two assessments to ensure proper placement in math classes for the fall semester of 9th grade, while students in English Language Arts classes complete the NWEA English assessment to ensure proper placement. Both the English and math teachers of STA meet at the end of the three week program to discuss their shared student population and identify students who may need extra support and intervention during their ninth grade year. This information is communicated to the student's counselor so that the counselor will have the ability to monitor each student at the beginning of the semester. In the classroom teachers' differentiated instruction and at the end of each marking period they receive a list of students who earned a D/F in only their classes. In addition to a progress report, parents of students with 1 D/F or more are notified via email and encouraged to sign up for google classroom daily homework reports and HAC notifications. Students are informed and referred to school resources such as study skills workshops, teacher tutoring hours, After Hours Activities (AHA) - before and after school tutoring, Math/Writing Center, tutor.com- a free online 24/7 tutoring service, free Internet access (for eligible students). In 2018-19 GHC will have its first cohort of Academic Mentor. The Academic Mentor Program will provide peer in-class support for students and support in the writing and math centers.

Tier 2- Selected Academic supports (At Risk Students)

Tier 2 begins with targeted academic support and practice, targeted emotional and social supports, SST meetings and SST plans, and 504 plans, and parent training and collaboration. The intervention

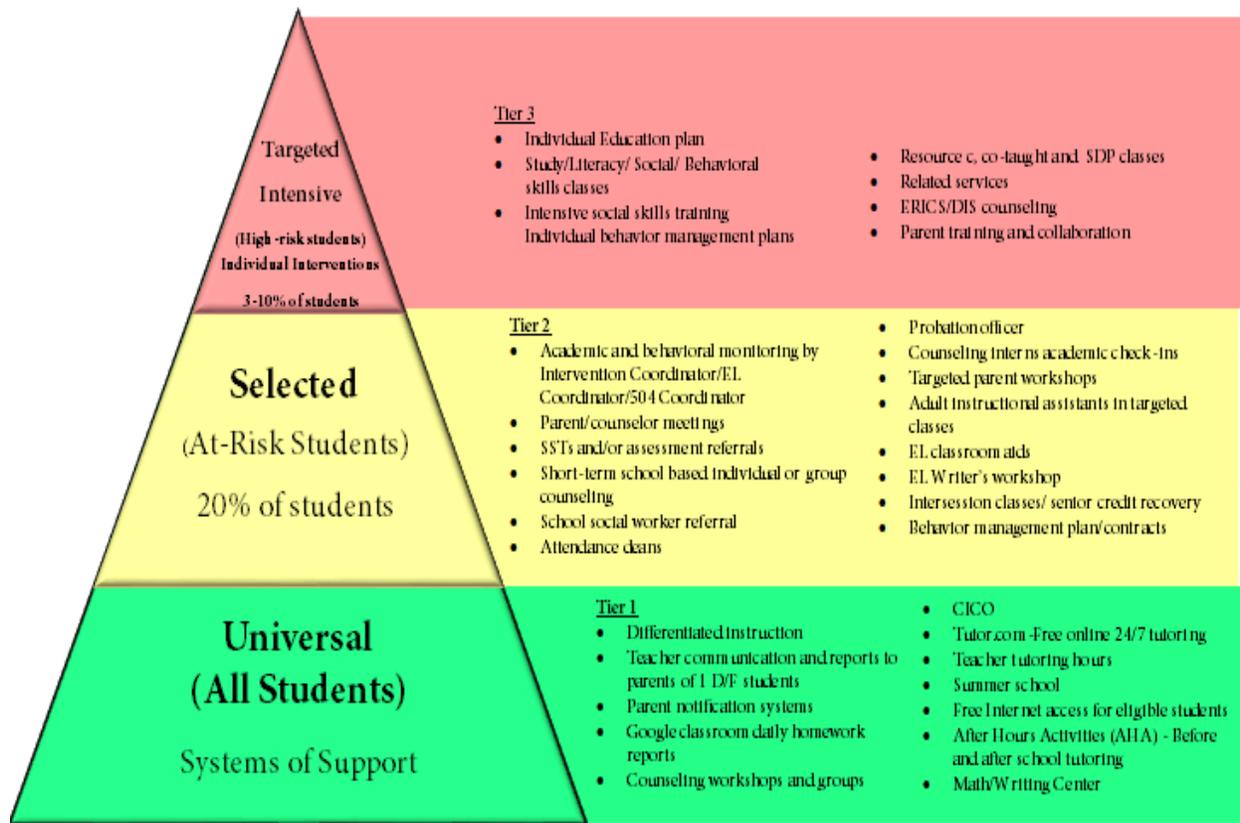
coordinator, along with counselors and administration, completes a report card analysis during each marking period. Students with more than one D or F at the R1 or R4 marking period are identified as “At-Risk” and are contacted and provided with increased support services. On the teacher side of report card analysis, teachers are notified at the R1 or R4 marking period if any students have a single D or F in that teacher’s class only. These teachers then meet with the student to explore options to help the student improve his/her grade in the class. Teachers have undergone training in differentiated instruction and review of best grading practices to ensure that when intervention is completed for students who are only struggling in one class, the methods are effective and individualized to fit the needs of the student. From the R1 to the R3, and the R4 to R6 marking period, the trend of students with Ds and Fs on their report cards consistently trends downwards as both the intervention coordinator and teachers implement intervention strategies to support students. Monitored students may have regular academic “check-ins” with either the intervention coordinator, EL coordinator, or 504 coordinator. Additional tier 2 support include but are limited to the following:

- SSTs and/or assessment referrals, Short-term school based individual or group counseling
- School social worker referral
- Attendance deans
- Probation officer
- Counseling interns academic check-ins
- Targeted parent workshops
- Adult instructional assistants in targeted classes
- EL classroom aids
- EL Writer’s workshop
- Intersession classes/ senior credit recovery
- Behavior management plan/contracts

Tier 3- Targeted Intensive Support (high risk students)

Students who are not responsive to primary and secondary interventions receive more intensive individualized supports services at GHC. We recognize that although the deans’ office has a tiered behavior intervention plan, there are times when students need a team approach. Counselors, Deans, Special Education staff, the Charter School nurse and social worker staff meet bi-monthly to discuss students considered to be in “crisis”. Tier 3 services include individual assessments, individual educational programs with and intensity supports. More intensive and individualized assessments (e.g., functional behavioral assessments) are conducted to provide more detailed information about academic, social, and emotional or mental health needs. This information is particularly important for developing individually specific and relevant academic and behavior intervention plans that enable: (a) monitoring of students’ progress on academic and social behaviors, (b) modifying or intensifying supports, (c) allocation of resources, and (d) communications with teachers, family members, students, and others. This may include resources classes, English special day classes, and literacy, math and study skills classes. Students with an IEP have full access to the following services as determined within the IEP: Language and Speech,

Educationally-Related Intensive Counseling Services (ERICs), Behavior Intervention and Development, DIS Counseling, Vision, and OM, Occupational Therapy, Physical Therapy, Transition, and Transportation. These services are provided by school site, independent contractors and contracted Non Public Agency (NPA) qualified staff. Granada Hills Charter further supports students who need a smaller more therapeutic educational option on non-public schools.



Targeted Intervention Programs for Distinct Populations

English Learners

Granada Hills Charter has a structured English language development curriculum that guides the high school education of students identified as English Learners. The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

2. Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Students in Levels 1 and 2 use teacher developed curriculum including authentic and other ancillary materials to acquire Basic Interpersonal and Communication Skills (BICS) and transition to Cognitive Academic Language Proficiency (CALPS). Instructional technology and SDAIE strategies are used to deliver content and support language learning. All English Learners have access to an A-G curriculum. The Charter School utilizes research-based methodology to instruct English Learners. Students are evaluated on a regular basis - assessments include in class assessments, common benchmark assessments, and annual ELPAC data. The Charter School maintains a parent organization for English Learners, the English Learner Advisory Committee (ELAC), which meets regularly during each semester. The meetings are facilitated by the EL teachers and the EL coordinator and focus on curriculum taught in school, skills required for success, tips on how parents can help their students, college and career readiness, college access, and college applications. All English Learners have access to a teaching staff qualified in second language pedagogy, an after school and summer program with a strong literacy and language focus, additional bilingual aides in the classroom to assist English Learner's in English intensive classes, and an early language acquisition program during the Summer Transition Academy specifically tailored for the needs of English Learners.

Low Income/Socioeconomically Disadvantaged Students

Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. Granada Hills Charter uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as NWEA, CAASPP, AP, PSAT, and SAT at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the Charter School employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to after school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff, provide outreach to ensure that students are aware of these supports. Additionally, all students, including socioeconomically disadvantaged students, take the PSAT free of charge during 9th, 10th, and 11th grade years.

Foster Youth

On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and

AB 1806 are youth in foster care, identified as homeless, or on probation at the time of the school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live. A youth is considered a WIC 602 youth as long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation.

The provisions include the following:

- Foster youth who transfer between schools any time after the completion of their second year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student's fourth year of high school.
- If GHC determines that a student is reasonably able to complete the Charter School's graduation requirements within a fifth year of high school, GHC shall inform the student of his or her option to remain in school for a fifth year to complete the GHC graduation requirements.
- GHC shall notify the student and the education rights holder about the effect this will have on their ability to gain admission to a postsecondary educational institution and
- GHC shall provide information about transfer opportunities available through the California Community Colleges.
- GHC shall permit that student to attend a fifth year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age.
- The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her third or fourth year.
- Schools must notify the holder of education rights, the foster youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their fourth year in high school are entitled to remain in attendance at their school. The Charter School shall not require or request that the students graduate before the end of their fourth year of high school.
- Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges.
- Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school.
- Foster youth may not be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education.

- If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the Charter School shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption.
- If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption.
- If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court’s jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district.
- A school, a student in foster care, the education rights holder, the student’s social worker, and/or the student’s probation officer shall not require or request a student in foster care to transfer schools in order to qualify the student for an exemption.

The minimum graduation requirements for eligible students in foster care as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

- Three years in social science, including United States History and Geography; World History, Culture, and Geography; a one-semester course in American Government and Civics; and a one-semester course in Economics.
- Three years in English.
- Two years in mathematics. algebra 1 or an advanced algebra course must be completed in grades 6-12.
- Two years in science, including biological and physical sciences.
- One year in visual or performing arts or foreign language or CTE.
- Two years in physical education, unless the pupil has been exempted pursuant to the provisions of this code.
- Students must complete the CDE requirements with a grade of “D” or better.
- Note: In many cases completion of an “a-g” course will also satisfy the CDE requirement. Advanced placement exams and/or subject tests may not be used to meet the CDE requirements.
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SERVICES FOR STUDENTS WITH SPECIAL LEARNING NEEDS

Special Education Programs

The GHC Special Education Program is grounded in the philosophy that all students can learn. Specific programs are customized for every student with a disability, and a particular disability category does not automatically qualify a student for a program placement. Most students enjoy a combination of a variety of programs. In addition to the fully customizable continuum of services, all students have access to all academic programs, athletics, and school activities. School services and programs have been designed to meet a variety of students’ educational and social-emotional needs.

Special Education Services Grades TK-5

Elementary school years are often burdened with initial evaluations, particularly starting in late second grade. The variety of student services are also more varied and more frequent. Services tend to fade over time; however, most services remain in place until grades 4 and 5.

Students entering transitional kindergarten, kindergarten or first grade already identified as requiring an IEP will have either speech and language needs or significant needs with multiple services (e.g. autism, Down's syndrome). For the latter populations, we will plan services such as Occupational Therapy (OT) for sensory integration and fine motor development, Adaptive Physical Education (APE) for gross motor development, and Language and Speech (LAS) for both articulation and expressive/receptive language. It is advisable to anticipate that many of the younger students with autism will also require BII services that will be utilized with a fade plan over time.

With a full capacity grades TK-8 program, the population of students on an IEP will be 10 percent-11 percent, or 8 percent-10 percent based on a TK-2 population, per statistical norms. The Resource and LAS caseload will comprise the majority of these students.

<https://www.childtrends.org/indicators/individualized-education-plans>

For all students TK through grade 5, GHC will have a structured rubric driven tiered system of intervention. We will screen for dyslexia and pair identified students with a tiered reading intervention program. Structured intervention in writing and math will occur in the classroom until the end of first grade.

A well trained Reading Specialist with a background in Orton Gillingham methodology will provide the foundation for a successful literacy intervention program in both reading and writing. Working in conjunction with the classroom teachers, the Reading Specialist will coordinate the screening process for dyslexia, review the results and participate in determining the appropriate intervention tier placement when needed. In the early grades of TK-3, a reading specialist will field pre referral academic interventions. A structured, active early intervention program will assist the staff in determining when a Special Education referral is necessary as well as to remedy delays that can be addressed through appropriate, intensive general education differentiated instruction.

Inclusive Support Services

Most students entering elementary grades with identified needs will likely fall under the categories of Autism or LAS impairment. Research shows the significant benefits of inclusive support for students in these eligibility categories. The inclusion team will consist of the Resource Specialist as the lead and chief liaison to teachers and administrators, the LAS therapist, and the OT for classroom adaptations related to attention, sensory integration, and fine motor needs. In order to provide inclusion services, special education paraprofessionals will support students in the classroom under the direction of the Resource Specialist.

Through grade 3, students identified with learning needs are generally well served with inclusion supports and small group intensive instruction in a push in and pull out model. Depending on the population, a special education classroom will support students with special needs in grades 4-5. The structure of the classroom will be dependent on the nature of the student needs, but a blended co-teaching program could be considered with specialized Language Arts and math instruction.

GHC - LAUSD Partnership for the Grades TK-8 Program

Granada Hills Charter is committed to continuing to work with the LAUSD Special Education Division and the LAUSD SELPA's Charter Operated Programs (COP) staff to develop specific programs in the TK-8 program that serve specialized populations from the larger LAUSD geographic subject to a mutually agreed to MOU between LAUSD and GHC. A similar agreement exists between GHC and LAUSD in the high school program to serve DHH and moderate/severe SDP2 students who reside outside of the pre-charter attendance area.

Role of Special Education Administrator

IEP meetings generally last 1 - 2 hours in elementary school, especially in the younger grades. At full capacity, 10 percent of students will have an IEP and each of those students will require at least one meeting a year -- with a subset of 20 percent of those students requiring more than one meeting.

In addition to running IEP meetings, the administrator will also be required to process requests for Independent Educational Evaluations (IEEs), which occur more frequently in elementary school, as well as any Due Process or Mediation requests. Research shows that Due Process hearings are evenly distributed amongst the school levels, with $\frac{1}{3}$ occurring for elementary age, $\frac{1}{3}$ occurring for middle school students and $\frac{1}{3}$ occurring for high school students.

Role of the Resource Specialist

The RST facilitates inclusion meetings and assists Itinerant services providers (DIS providers) with communicating with the regular school staff. The RST also works closely with the Reading Specialist to monitor student progress. The RST often leads the SST or is an active participant on that team. The RST is the day to day supervisor of the paraprofessionals, determining their assignments and focus, and the BII's that are assigned to individual students. The RST also supports the classroom teachers in implementing any reinforcement system, visual supports, or communication system required by students' IEPs. The RST may also lead small group instruction in the room for a mixed general education/special education population or the RST may hold small group, intensive instruction for students with an IEP. The most common assessment test the Woodcock Johnson IV and Gray's Oral Reading Test (5) will be used to test students.

Role of the Reading Specialist

Reading intervention is necessary prior to Special Education referrals in early elementary school; therefore, a Reading Specialist is an essential staff member at an elementary school site. The Reading Specialist manages screening and intervention and will be trained in the Orton Gillingham based methodology since this is the only research based system for dyslexia intervention. Programs that use this methodology include Orton Gillingham, Wilson Reading, Spell to Read and Write, Barton Reading and Writing (good for older grades), and Logic of English (not as intensive, can be used in the classroom by a paraprofessional). The Reading Specialist will set up and run reading intervention groups both as a push in and pull out models based on need.

The Reading Specialist may also help the classroom teachers use curriculum based assessment to recognize reading needs and train staff on key signs of reading problems. Some tools recommended for the Reading Specialist and classroom teachers to use for literacy screening include, but are not limited to: Qualitative

Reading Inventory; Basic Reading Inventory; Dynamic Indicators of Beginning Early Literacy (DIBELS), Brigance Test of Basic Skills.

Role of the School Psychologist

The Charter School Psychologist is responsible for all initial and three year evaluation testing. Although initial assessments will occur starting in grade 2, the team should anticipate that a number of evaluations will be held in TK-K for speech and language assessment and autism.

Most initial evaluations for academic needs will occur from the middle of grade 2-5. Evaluations will be heaviest in grades 3-4. In an elementary school that serves grades TK-5, the team anticipates 2 percent-3 percent initial evaluations based on population numbers (e.g. 500 students may generate 10-15 initial evaluations per year). However, because initial evaluation requests can vary widely from year to year, it is best to overestimate for planning purposes.

A school psychologist can choose from these assessments or suggest another more fitting assessment: Wechsler Intelligence Scale for Children; Cognitive Assessment System; Test of Non-Verbal Intelligence; Test of Literacy and Language (Pre K-1st); Comprehensive Test of Phonological Processing; Peabody Picture Vocabulary Test; Rapid Automatic Naming/Rapid Automatic Stimulus; Test of Auditory Processing Skills; Visual Motor Integration Test; Behavior Assessment for Children; Vineland Adaptive Test, Gilliam Asperger's Disorder Scale, Autism Diagnostic Observation Schedule- (ADOS-G)

DIS Services: LAS, OT, APE, Counseling

Language and Speech services will be prevalent in early elementary school and itinerants will work closely with the RST to build the inclusion program. Other itinerant services that should be anticipated in elementary school are OT and APE.

Occupational Therapy is routinely provided to students with Autism to aid with sensory regulation in the classroom as well as to support fine motor needs. Students with significant ADHD will also qualify for OT services which may be provided in a clinical setting off campus. Adaptive Physical Education is offered weekly and students can be provided service in mixed age groupings and is most commonly recommended for students with Autism and students with developmental delays.

Counseling service recommendations increase with age. In early elementary school, DIS counseling needs will be lower than in grades 4 and 5. Other services decline in frequency as students mature; however, counseling services increase. Early elementary students who require counseling may be served by the Charter School Psychologist or by another appropriately credentialed staff member.

SPECIAL EDUCATION SERVICES GRADES 6-12

Resource Program/Learning Center Model

A pull-out, collaborative model allows students to take general education courses with resource services, which can include one or two periods of resource class each day with skills support, specifically in English and Math. A testing center is also available for students with IEPs and 504s to take their tests in a smaller

setting. A testing proctor manages under the supervision of the resource teachers the testing center, ensuring students have access to and are utilizing their accommodations, while ensuring test security.

The Special Day Program

Our Special Day Program English classes provide courses that are based on the same Common Core Standards as the general education classes. These courses are taught using multi-sensory methods that address the specific learning styles of the students and proceed at a slower pace with individualized support. In addition, we offer a co-teaching model in many of the core subject areas in order to give the students an increased level of support directly in the general education environment. Students with more specialized needs have access to a broad range of curricular programs based on their individual educational plans. Courses address student's social as well as their academic development and provide experiences which will help them to make the transition to post high school living.

Co-Teaching Program

Granada Hills Charter is unique in that most Special Day Classes are taught using a co-teaching model. Co-taught classes offer students the most inclusive experience with the support of two teachers and a special education classroom assistant. The Charter School continues to meet the changing needs of different subgroups of students with disabilities by providing them with quality targeted instruction in their areas of highest need – literacy, numeracy, social, and behavioral skills – in the Least Restrictive Environment. Our co-teaching model, which launched a decade ago has gradually evolved from mainly serving our resource students to now solely serving our special day program students, who historically need the greatest academic and behavioral support in the general education setting. Due to this avant-garde shift in serving our special day program students by utilizing our co-taught model, the vast majority of our students with special needs, including our resource students who are fully mainstreamed, are now served alongside their nondisabled peers in the general education setting.

DHH Program: GHC – LAUSD Partnership

Deaf and Hard of Hearing students are fully mainstreamed in the continuum of programs with support (sign language interpreter or aide) and take one period every day of DHH Communication Skills. The Charter School and LAUSD work in partnership to offer this unique program to students who reside outside of the pre-charter attendance boundary. The GHC-LAUSD partnership is subject to annual review and may change from time to time.

Severe/Moderate/Mild SDP2 Program: GHC-LAUSD Partnership

Students in this program require the highest level of support. This is an academic and life skills based curriculum, where students participate in CAASP testing and typically earn a GHC Certificate of Completion. The students are given opportunities for campus work experiences in the Cafeteria, Reprographics, School Offices, and the Student Store. Electives are taken with non-disabled peers. The Charter School and LAUSD work in partnership to offer this unique program to students who reside outside of the pre charter attendance boundary. The GHC-LAUSD partnership is subject to annual review and may change from time to time.

Designated Instruction Services

Granada Hills Charter students with an IEP have full access to the following services as determined within the IEP: Adapted Physical Education, Behavior Intervention Implementation and Development, Counseling and Guidance, Language/Speech, Physical Therapy, Psychological Services - Educationally-Related Intensive Counseling Services (ERICs), Orientation and Mobility for the Blind, Occupational Therapy, Parent Counseling, Transition, Transportation, and more. These services are provided by school site, independent contractors and contracted Non Public Agency (NPA) qualified employees. Granada Hills Charter further supports students who may need a smaller, more therapeutic educational option at a non-public school (NPS).

GHC Special Education Staff

Our Staff currently includes nine Resource Specialist Teachers, nine Special Day Program/Co-Teachers, a DHH Teacher, a SDP2 Teacher (alternate curriculum), a RSP assessment coordinator, a SPED coordinator, two School Psychologists, a DIS/Transition Counselor and a 504 Counselor and various contracted service providers.

TRANSITIONAL KINDERGARTEN PROGRAM (TK)

Transitional kindergarten is the first year of a two-year kindergarten program specifically designed for children who turn five in the fall of their kindergarten year. It uses a modified kindergarten curriculum that is developmentally appropriate for younger children. It provides a bridge between preschool and traditional kindergarten and is intended to help students with fall birthdays become more successful in their future years of schooling. TK also gives students an opportunity to develop socially and emotionally and actively engage in academics¹⁰

Pursuant to EC 48000 (f), TK programs are aligned to the California Preschool Learning Foundations developed by the CDE. Students must turn five years old between September 2 and December 2 to qualify for TK. A credentialed teacher will be trained in the curriculum and instruction methodology of the IB framework and work closely with the kindergarten teacher to align with the POI for kindergarten.

BELL SCHEDULES

Bell Schedule Grades TK-2

Start/End Time	Instructional Program
7:30 a.m. to 8:30 a.m.	Before School Activities
8:30 a.m. to 9:00 a.m.	Breakfast
9:00 a.m. to 10:45 a.m..	Block 1: POI - English/Lang Arts
10:45 a.m. to 11:00 a.m.	Break
11:00 a.m. to 12:30 p.m.	Block 2: POI – Math/Comp Sci
12:30 p.m. to 1:00 p.m.	Lunch
1:00 p.m. to 1:55 p.m.	Block 3: POI - Soc Stud/ PE/ Enrichment/Intervention
1:55 p.m. to 2:10 p.m.	Break
2:10 p.m. p.m. to 3:00 p.m.	Block 4: POI - Science/ PE/ Enrichment/Intervention
3:00 p.m.	School Dismissed
3:00 p.m. to 5:30 p.m.	After Hours Program

¹⁰ (<https://www.collaborativeclassroom.org/blog/2012/09/04/transitional-kindergarten-questions-and-some-answers>).

Bell Schedule Grades 3-5

Start/End Time	Instructional Program
7:30 a.m. to 8:30 a.m.	Before School Activities
8:30 a.m. to 9:00 a.m.	Breakfast
9:00 a.m. to 10:45 a.m..	Block 1: POI - English/Lang Arts
10:45 a.m. to 11:00 a.m.	Break
11:00 a.m. to 12:45 p.m.	Block 2: POI – Math/Comp Sci
12:45 p.m. to 1:15 p.m.	Lunch
1:15 p.m. to 2:25 p.m.	Block 3: POI - Soc Stud/ PE/ Enrichment/Intervention
2:25 p.m. to 2:40 p.m.	Break
2:40 p.m. p.m. to 3:30 p.m.	Block 4: POI - Science/ PE/ Enrichment/Intervention
3:30 p.m.	School Dismissed
3:30 p.m. to 5:30 p.m.	After Hours Program

Bell Schedule Grades 6-8

Start/End Time	Instructional Program
7:30 a.m. to 8:30 a.m.	Before School Activities
8:30 a.m. to 9:00 a.m.	Breakfast
9:00 a.m. to 1:05 p.m. Includes 10 minute break)	Inquiry Block 1
1:05 p.m. to 1:40 p.m.	Lunch
1:40 p.m. to 3:40 p.m.	Inquiry Block 2
3:40 p.m.	School Dismissed
3:40 p.m. to 5:30 p.m.	After Hours Program

Grades 6-8
MYP Schedules

Student Group A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 a.m. to 8:30 a.m.	Before School Activities				
8:30 to 9:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 to 9:00 a.m.	Common Planning				
9:00 a.m. to 1:05 p.m.* CCSS/NGSS instruction is divided into 2 blocks - with 10 min break	Inquiry Block ELA/ELD Social Sciences Mathematics	Inquiry Block Science Computer Science Mathematics	Inquiry Block ELA/ELD Social Sciences Mathematics	Inquiry Block Science Computer Science Mathematics	Inquiry Block WLC Mathematics
1:05 to 1:40 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 p.m. to 3:40 p.m.	Intervention, Enrichment, Physical Education, and Service Block				
3:40 p.m.	School Dismissed				
3:40 p.m. to 5:30 p.m.	After School Activities				

Student Group B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 a.m. to 8:30 a.m.	Before School Activities				
8:30 to 9:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 to 9:00 a.m.	Common Planning				
9:00 a.m. to 1:05 p.m.* CCSS/NGSS instruction is divided into 2 blocks - with 10 min break	Inquiry Block WLC Mathematics	Inquiry Block Science Computer Science Mathematics	Inquiry Block ELA/ELD Social Sciences Mathematics	Inquiry Block Science Computer Science Mathematics	Inquiry Block ELA/ELD Social Sciences Mathematics
1:05 to 1:40 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 p.m. to 3:40 p.m.	Intervention, Enrichment, Physical Education, and Service Block				
3:40 p.m.	School Dismissed				
3:40 p.m. to 5:30 p.m.	After School Activities				

Student Group C

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 a.m. to 8:30 a.m.	Before School Activities				
8:30 to 9:00 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 to 9:00 a.m.	Common Planning				
9:00 a.m. to 1:05 p.m.* CCSS/NGSS instruction is divided into 2 blocks - with 10 min break	Inquiry Block Science Computer Science Mathematics	Inquiry Block ELA/ELD Social Sciences Mathematics	Inquiry Block WLC Mathematics	Inquiry Block Science Computer Science Mathematics	Inquiry Block ELA/ELD Social Sciences Mathematics
1:05 to 1:40 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
1:40 p.m. to 3:40 p.m.	Intervention, Enrichment, Physical Education, and Service Block	Intervention, <u>Enrichment Physical Education</u> , and Service Block			
3:40 p.m.	School Dismissed				
3:40 p.m. to 5:30 p.m.	After School Activities				

Because of the nature of IB Physical Education, and the way in which it connects with the overall Program of Inquiry, PE will be instructed during the instructional day. TK/K students will receive 60 minutes of PE

instruction per week; students in grades 1-6 will receive 100 minutes of instruction per week; students in grades 7-8 will receive 200 minutes of instruction per week.

Grades 9-12 Regular Bell Schedule

Period	Start Time	End Time
0	7:25	8:20
1	8:27	9:22
2	9:29	10:27
Nutrition		10:39
3	10:46	11:41
4	11:48	12:43
Lunch		1:16
5	1:23	2:18
6	2:25	3:20
7	3:35	4:30

Grades 9-12 Tuesday Professional Development Bell Schedule

Period	Start Time	End Time
0	7:25	8:12
Prof. Development	8:19	9:14
1	9:21	10:08
2	10:15	11:02
Nutrition		11:14
3	11:21	12:08
4	12:15	1:02
Lunch		1:32
5	1:39	2:26
6	2:33	3:20
7	3:35	4:30

Granada Hills Charter 2019-20 Academic Calendar	
August 14, 2019	Pupil-Free Day
August 15	First Day of School for Students
September 2	Holiday – No School
September 12	Back-to-School Night
September 13	Minimum Day
September 30	Unassigned Day – No School
October 9	Unassigned Day – No School
November 11	Holiday – No School
November 27	Unassigned Day – No School
November 28 and 29	Holiday – No School
December 17-20	Finals (grades 7-12) Conferences (grades TK-6)
December 23	Winter Break Begins
January 10, 2020	Winter Break Ends
January 13	Pupil-Free Day
January 14	First Day of Second Semester for Students
January 20	Holiday – No School
February 17	Holiday – No School
March 26	Open House
March 27	Minimum Day
March 31	Unassigned Day – No School
April 6-10	Spring Break
May 25	Holiday – No School
June 2-5	Finals (grades 7-12) Conferences (grades TK-6)
June 4	Graduation
June 5	Last Day of School

TK-8 Annual Calendar

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days.
		Aug 14 PFD	Aug 15	Aug 16	Aug 19	Aug 20	Aug 21	Aug 22	Aug 23	Aug 26	Aug 27	Aug 28	Aug 29	Aug 30	Sep 02 HOL	Sep 03	Sep 04	Sep 05	Sep 06	16
Sep 09	Sep 10	Sep 11	Sep 12	Sep 13 MD	Sep 16	Sep 17	Sep 18	Sep 19	Sep 20	Sep 23	Sep 24	Sep 25	Sep 26	Sep 27	Sep 30 HOL	Oct 01	Oct 02	Oct 03	Oct 04	19
Oct 07	Oct 08	Oct 09 HOL	Oct 10	Oct 11	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18	Oct 21	Oct 22	Oct 23	Oct 24	Oct 25	Oct 28	Oct 29	Oct 30	Oct 31	Nov 01	19
Nov 04	Nov 05	Nov 06	Nov 07	Nov 08	Nov 11 HOL	Nov 12	Nov 13	Nov 14	Nov 15	Nov 18	Nov 19	Nov 20	Nov 21	Nov 22	Nov 25	Nov 26	Nov 27 HOL	Nov 28 HOL	Nov 29 HOL	16
Dec 02	Dec 03	Dec 04	Dec 05	Dec 06	Dec 09	Dec 10	Dec 11	Dec 12	Dec 13	Dec 16	Dec 17 MD	Dec 18 MD	Dec 19 MD	Dec 20 MD	Dec 23 HOL	Dec 24 HOL	Dec 25 HOL	Dec 26 HOL	Dec 27 HOL	15
Dec 30 HOL	Dec 31 HOL	Jan 01 HOL	Jan 02 HOL	Jan 03 HOL	Jan 06 HOL	Jan 07 HOL	Jan 08 HOL	Jan 09 HOL	Jan 10 HOL	Jan 13 PFD	Jan 14	Jan 15	Jan 16	Jan 17	Jan 20 HOL	Jan 21	Jan 22	Jan 23	Jan 24	8
Jan 27	Jan 28	Jan 29	Jan 30	Jan 31	Feb 03	Feb 04	Feb 05	Feb 06	Feb 07	Feb 10	Feb 11	Feb 12	Feb 13	Feb 14	Feb 17 HOL	Feb 18	Feb 19	Feb 20	Feb 21	19
Feb 24	Feb 25	Feb 26	Feb 27	Feb 28	Mar 02	Mar 03	Mar 04	Mar 05	Mar 06	Mar 09	Mar 10	Mar 11	Mar 12	Mar 13	Mar 16	Mar 17	Mar 18	Mar 19	Mar 20	20
Mar 23	Mar 24	Mar 25	Mar 26	Mar 27 MD	Mar 30	Mar 31 HOL	Apr 01	Apr 02	Apr 03	Apr 06 HOL	Apr 07 HOL	Apr 08 HOL	Apr 09 HOL	Apr 10 HOL	Apr 13	Apr 14	Apr 15	Apr 16	Apr 17	14
Apr 20	Apr 21	Apr 22	Apr 23	Apr 24	Apr 27	Apr 28	Apr 29	Apr 30	May 01	May 04	May 05	May 06	May 07	May 08	May 11	May 12	May 13	May 14	May 15	20
May 18	May 19	May 20	May 21	May 22	May 25 HOL	May 26	May 27	May 28	May 29	Jun 01	Jun 02 MD	Jun 03 MD	Jun 04 MD	Jun 05 MD						14

9-12 Annual Calendar

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days.
		Aug 14 PFD	Aug 15	Aug 16	Aug 19	Aug 20 PD	Aug 21	Aug 22	Aug 23	Aug 26	Aug 27 PD	Aug 28	Aug 29	Aug 30	Sep 02 HOL	Sep 03 PD	Sep 04	Sep 05	Sep 06	16
Sep 09	Sep 10 PD	Sep 11	Sep 12	Sep 13 MD	Sep 16	Sep 17 PD	Sep 18	Sep 19	Sep 20	Sep 23	Sep 24 PD	Sep 25	Sep 26	Sep 27	Sep 30 HOL	Oct 01 PD	Oct 02	Oct 03	Oct 04	19
Oct 07	Oct 08 PD	Oct 09 HOL	Oct 10	Oct 11	Oct 14	Oct 15 PD	Oct 16 Other	Oct 17 Other	Oct 18	Oct 21	Oct 22 PD	Oct 23	Oct 24	Oct 25	Oct 28	Oct 29 PD	Oct 30	Oct 31	Nov 01	19
Nov 04	Nov 05 PD	Nov 06	Nov 07	Nov 08	Nov 11 HOL	Nov 12 PD	Nov 13	Nov 14	Nov 15	Nov 18	Nov 19 PD	Nov 20	Nov 21	Nov 22	Nov 25	Nov 26 PD	Nov 27 HOL	Nov 28 HOL	Nov 29 HOL	16
Dec 02	Dec 03 PD	Dec 04	Dec 05	Dec 06	Dec 09	Dec 10 PD	Dec 11	Dec 12	Dec 13	Dec 16	Dec 17 MD	Dec 18 MD	Dec 19 MD	Dec 20 MD	Dec 23 HOL	Dec 24 HOL	Dec 25 HOL	Dec 26 HOL	Dec 27 HOL	15
Dec 30 HOL	Dec 31 HOL	Jan 01 HOL	Jan 02 HOL	Jan 03 HOL	Jan 06 HOL	Jan 07 HOL	Jan 08 HOL	Jan 09 HOL	Jan 10 HOL	Jan 13 PFD	Jan 14	Jan 15	Jan 16	Jan 17	Jan 20 HOL	Jan 21 PD	Jan 22	Jan 23	Jan 24	8
Jan 27	Jan 28 PD	Jan 29	Jan 30	Jan 31	Feb 03	Feb 04 Other	Feb 05 Other	Feb 06	Feb 07	Feb 10	Feb 11 PD	Feb 12	Feb 13	Feb 14	Feb 17 HOL	Feb 18 PD	Feb 19	Feb 20	Feb 21	19
Feb 24	Feb 25 PD	Feb 26	Feb 27	Feb 28	Mar 02	Mar 03 PD	Mar 04	Mar 05	Mar 06	Mar 09	Mar 10 PD	Mar 11	Mar 12	Mar 13	Mar 16	Mar 17 PD	Mar 18	Mar 19	Mar 20	20
Mar 23	Mar 24 PD	Mar 25	Mar 26	Mar 27 MD	Mar 30	Mar 31 HOL	Apr 01	Apr 02	Apr 03	Apr 06 HOL	Apr 07 HOL	Apr 08 HOL	Apr 09 HOL	Apr 10 HOL	Apr 13	Apr 14 Other	Apr 15 Other	Apr 16 Other	Apr 17 Other	14
Apr 20	Apr 21 PD	Apr 22	Apr 23	Apr 24	Apr 27	Apr 28 PD	Apr 29	Apr 30	May 01	May 04	May 05 PD	May 06	May 07	May 08	May 11	May 12 PD	May 13	May 14	May 15	20
May 18	May 19 PD	May 20	May 21	May 22	May 25 HOL	May 26 PD	May 27	May 28	May 29	Jun 01	Jun 02 MD	Jun 03 MD	Jun 04 MD	Jun 05 MD						14

INSTRUCTIONAL MINUTES CALCULATOR

Grades	Grades Offered	Number of Regular Days	Instructional Minutes per Regular Day	Number of PD Days	Instructional Minutes per PD Day	Number of Minimum Days	Instructional Minutes per Minimum Day	Number of Other Days	Instructional Minutes per Other Day	Minutes Required per State Law	Total Number of Instructional Minutes	Instructional Minutes Above/Below State Requirement
TK	Yes	170	300	0		10	210	0		36000	53100	17100
K	Yes	170	300	0		10	210	0		50400	53100	2700
1	Yes	170	300	0		10	210	0		50400	53100	2700
2	No*	170	300	0		10	210	0		50400	53100	2700
3	No**	170	330	0		10	210	0		50400	58200	7800
4	No**	170	330	0		10	210	0		54000	58200	4200
5	No*	170	330	0		10	210	0		54000	58200	4200
6	Yes	170	355	0		10	215	0		54000	62500	8500
7	No*	170	355	0		10	215	0		54000	62500	8500
8	No**	170	355	0		10	215	0		54000	62500	8500
9	Yes	131	430	31	378	10	319	8	308	64800	73705	8905
10	Yes	131	430	31	378	10	319	8	308	64800	73705	8905
11	Yes	131	430	31	378	10	319	8	293	64800	73582	8782
12	Yes	131	430	31	378	10	319	8	248	64800	73222	8422

*Grades added in year 2 of charter petition

**Grades added in years 3 and later

RECRUITMENT AND PROFESSIONAL DEVELOPMENT

Grades TK-8 Program

We will recruit well qualified teachers with appropriate elementary and single subject credentials to provide quality instruction. As an IB authorized Diploma Program school in grades 11-12, we are currently a member of an extensive network of IB schools. We will post open positions for teachers and coordinators on IB affiliated job sites. In addition, our presence at local and national training workshops allows us to form relationships that may lead to teacher recruitment opportunities.

Teacher Professional Development Plan

At the heart of our professional development plan for GHC TK-8 is a dedicated common planning and common development period for all teachers. At the start of each day, teachers and coordinators will have the benefit of one hour to collaborate on the development and maintenance of the school's Program of Inquiry, to meet and discuss interventions for struggling students and students performing above grade level, to hold student progress conferences and parent conferences, and to work together to assess student summative assessments.

The IB coordinators will structure and lead the common planning time. In addition, they will work with the administrative director of instruction to create a school culture that makes the IB Learner Profile, the IB Attitudes, the IB Skills, the IB Concepts, and the IB Action elements central to everything the Charter School does.

Ongoing professional development both internally and with the International Baccalaureate Organization will provide teachers with opportunities to grow their practice and support student learning.

We will send all teachers to official IB trainings. We will dedicate two full time staff positions to coordinators for PYP and MYP. We will provide one hour of common planning/professional development time each day for teachers and coordinators to learn and develop the program and meet the needs of students.

Year 1 teachers attend either the Level 1 workshop, “An Introduction to the PYP Curriculum Model” or “Making the PYP Happen in the Classroom”. Year 2 and beyond teachers attend either a Level 2 or Level 3 workshops with a range of topics including, but not limited to, Assessment, Inquiry and Teaching and Learning.

In the first year of the charter, daily professional development will focus on the development of the Program of Inquiry, the implementation of the PYP and MYP, language acquisition, and addressing individual student needs through teacher collaboration.

Grades 9-12 Program

The GHC high school program currently has 200 certificated and 120 classified staff members in addition to approximately 80-part time and seasonal employees. Department chairs, instructional advisors, and a team of qualified teachers, classified and community members work together to recruit well qualified new and experienced credentialed teachers who are committed to the Charter School’s core values and beliefs. Granada Hills Charter recruits well qualified new and experienced teachers who demonstrate marked progress toward full certification and are committed to the school’s core values and beliefs. Recruitment begins early in the school year based on needs and is conducted via university partnerships and the use of relevant online tools such as Edjoin and referral from current staff. Applicants are carefully assessed through a rigorous selection process conducted by the Charter School’s leadership team. Once selected, teachers participate in professional development before the opening of the school year and throughout the year. All teachers coming in with a preliminary credential are required to enroll in the Induction Program which is executed by the William S. Hart Unified School District in Santa Clarita. New and experienced teachers who need additional support are enrolled in the Peer Assistance and Review (PAR) Program.

Induction Activities

- Early August – New teacher orientation is scheduled to provide teachers with training in technology systems, provide sample documents and lessons that support the Charter School culture and climate of high expectations and safety for all students, and review GHC’s procedures policies and evaluation rubric on teaching standards and the Peer Assistance and Review System.
- Mid-August – Two or three pupil-free days are scheduled and teacher meetings are held with an emphasis on the LCAP goals as agreed upon by Charter School leadership and the LCAP committee. Goals include use of data to provide intervention, differentiate instruction within classrooms and provide a school climate that supports student and staff health and wellness.
- Ongoing, throughout the year - departments and individual teachers can initiate conference attendance related to their content area and department goals as per conference guidelines decided by the Curriculum and Instruction Committee.

Ongoing Professional Development for New Teachers

- New teachers are assigned a teacher mentor and are part of the collaborative teacher network. In addition, and as needed, new teachers are given opportunities to use substitute release hours for observation, instructional rounds, or for dialog with an assigned mentor or peer reviewer.
- New teachers participate in ongoing team planning meetings, data meetings or grade level meetings on a weekly basis.
- Instructional supervision and support is provided by a member of the administrative team regularly. In addition, each new teacher is assigned a peer mentor who provides support in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities.
- The technology team provides ongoing support and training for new teachers.

Granada Hills Charter provides opportunities for targeted professional development in

- ELD
- Special Education
- School Safety
- All Curriculum and Instruction related goals

The following activities support our efforts for professional development:

- Annual staff development calendar - Granada Hills Charter structures the instructional calendar to assure that there are three pupil-free days each year for professional learning along with the late start Tuesdays for weekly professional development.
- Individualized professional growth opportunities – Teachers develop a goals plan each year to monitor their growth and reflect on their practices. Each administrator provides on-going one-on-one assistance, training and monitors. New teachers are also provided a one-to-one mentor through the Induction program while working to clear their credential.
- Administrator, Teacher and Support Staff Training Programs - An established partnership with the HART High School District provides GHC's administrators with staff development opportunities and training and practicum. Administrators, teachers and support staff also attend ongoing training offered by the Los Angeles County Office of Education.
- Department Data Examination – The Charter School's leadership team meets at the beginning of the school year to disaggregate classroom grades and test results. Teachers and support staff are provided additional opportunities to review results at department meetings and at grade level team meetings. Individual student performance for struggling students is examined routinely. These reviews are utilized to guide and direct long-term and short-term planning of curricular goals. In addition, teachers and administrators meet on Tuesday mornings at grade level/department meetings to disaggregate in-house test data such as the NWEA in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement.

Professional development agendas are initiated by the following groups:

- Curriculum and Instruction Committee – review school-wide student needs, survey and collect teacher input, survey parents, develop annual school-wide staff development calendar. Goals are

based on the LCAP and WASC documents that provide a road map for department and all school professional development.

- Administrative Team - analyze student achievement data (formal and informal), analyze PAR results, identify individual and grade level needs.
- Student Support Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, analyze family and community needs.

Teachers participate in workshops, training and professional development seminars on an ongoing basis to sustain collaborative teacher communities before the semester commences and during the school year. Teachers use the Wiggins and McTighe's (2005) research based model, Understanding by Design (UbD) as a framework for instructional planning to integrate the current standards and prepare for the gradual implementation of the common core. Teacher teams determine the following:

- Semester by semester guidelines of guaranteed curriculum;
- Standards based units grouped around a big idea or universal/essential question;
- Measurable objectives;
- Identified instructional resources and support;
- Common benchmarks for defined learning objectives;
- Common benchmark assessments and summative annual assessments; and
- Standards Based Grading practices

Ongoing professional development is also provided by GHC staff, contracted providers and educational partners (e.g.; LACOE, ASCD, CSUN, UCLA, Pepperdine University, Skirball Museum, etc.) and is implemented and monitored as follows:

Each year department chairs and instructional advisors collaborate with a support administrator to develop annual professional development goals for the department. These goals are created based on feedback gathered from teachers within the department and aim to address core concerns in the areas of curriculum development, differentiated instructional strategies, and means of assessment for students. Due to the large size of department membership, a combination of all department and content area team meetings are commonly held during the course of the semester. Content areas have designated leads who guide the agendas and implementation of content area professional development meetings. Departments annually review all common assessments to ensure that vertical alignment of skills and abilities are maintained across all content areas. Since the creation of the Common Core State Standards all departments have focused on encouraging reading and writing skills in their classes.

All staff who undergo evaluations collaborate with an administrator in the creation of an individualized growth plan in relation to the California Standards for the Teaching Profession and reflect on individual growth throughout the year in dialogue with their administrative evaluator. Further, teachers are encouraged to complete at least one observation of a peer within or outside of their content area each semester and complete a reflection after the observation. Finally, each year a large number of teachers attend educational conferences to promote individual growth and practice.

In conjunction with the implementation of the 1:1 Chromebook policy, students now have access to 21st century research abilities well beyond previous years. The GHC library maintains access to a number of research sources including academic databases, online textbooks, local and university libraries, and career and technology education sources. In class research to support and supplement student learning is immediately accessible, allowing students to supplement their learning beyond the textbook and to incorporate information in real-time from around the world. Further, technological access allows students to gather data and information in a collaborative format using the Google Suite of products to develop and produce knowledge. Through professional development and supplemental training within departments, all staff has participated in the process of integrating technology as a method of increasing 21st century research skills application within the classroom.

Weekly professional development meetings within departments are focused around common learning goals and needs to ensure that students are adequately monitored and supported. Departments utilize aligned benchmarks, curriculum guides, and pacing plans to support the process of student learning. Teachers are provided time to share and reflect upon student work, and discuss best practices to scaffold and support students who have trouble reaching learning goals. In the past year the Charter School has also devoted a sizeable amount of professional development time to looking at students who are receiving Ds or Fs on progress reports and how to best support these students through personalized intervention. Primarily, teachers have reviewed ineffective grading practices that could excessively penalize students based on work habits rather than standards achievement, or by placing students in such heavy grade deficits to overcome that they lose motivation to work towards achievement early in the semester.

Teachers are provided weekly professional development to collaborate on common skills, instructional strategies, and curricular design that provides comprehensive student support. Students are assessed through formative assessments to ensure that gaps in learning or skills are identified at early stages during the semester. If a student continues to struggle as the semester progresses teachers work in collaboration with counselors to notify parents, and if needed, initiate a Student Study Team to explore further interventions that support student growth. Teachers also assess student performance on department created common benchmarks to monitor student growth, and if necessary, offer opportunities for increased support.

After reflection upon student performance data, the Charter School ceased the implementation of Skills for Success classes in the 9th grade year and created two shifts in structuring classes to support all students. Co-teaching models for student support were created in the math, science, and social science classes that focus on differentiated instructional strategies to support all students. Further, 9th and 10th grade English classes have shifted to a split CP/H model in which teachers focus on differentiated instruction and universal design to support all students. These models have been initiated to ensure equitable opportunities for growth for all students and to create environments in which high-performing students can support, mentor, and collaborate with lower-performing students.

All staff have undergone training and review of the Charter School's three tiered system of intervention and support. Tier 1, Universal, includes intervention methods that benefit all students ranging from differentiated instruction, parent/teacher meetings, and After Hours Activities services. Tier 2, At-Risk Students, includes more targeted intervention techniques designed to support students who may be struggling in particular classes and includes intervention methods ranging from SSTs, parent/counselor meetings, behavior management plans, and targeted parent workshops. Tier 3, Targeted/Intensive, includes individualized interventions for students who are at high-risk of failing courses that include special day classes, co-taught classes, and ERICS/DIS counseling.

Teachers have also undergone training to understand the distinction and function of formative and summative based assessment strategies to monitor student progress and identify students who may need academic intervention. Teachers utilize formative assessments as a means of checking student progress and identifying gaps in student learning.

Proposed professional development topics for the 2019-2020 academic year include:

- Standards based grading practices
- Differentiating instruction and assessments to meet student needs
- Using peer observations and more formalized instructional rounds to allow for sharing best practices
- Implementing SDAIE strategies
- Integrated instruction for EL students
- Implementation of accommodations for students with disabilities
- Integration of instructional technology
- Understanding by Design/Backwards Planning
- Project and Service Based Learning
- Implementing the PYP, MYP and DP programs
- Inquiry Based Learning that is supported by the IB program

ENGLISH LEARNER (EL) MASTER PLAN

Vision and Objective

The vision and objective of the EL program at GHC is to provide a challenging grade level appropriate curriculum that ensures language acquisition for high school achievement and beyond. High expectations, equal access to course offerings and curricular opportunities, and preparation for college and career readiness are the hallmark of our EL program.

Identification of Students and Services Offered

Home Language Survey

GHC will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students new to California who indicate that their home language is other than English will be tested with the Initial English Language Proficiency Assessments for California ("ELPAC"). The Initial ELPAC has three proficiency levels (Initial Fluent English Proficient, Intermediate English Learner, and Novice English Learner) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

1. Initial Assessment ("IA")

The ELPAC IA is used to identify students as either The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

2. Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined

by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Students in Levels 1 and 2 use teacher developed curriculum including authentic and other ancillary materials to acquire Basic Interpersonal and Communication Skills (BICS) and transition to Cognitive Academic Language Proficiency (CALPS). Instructional technology and SDAIE strategies are used to deliver content and support language learning. All English Learners have access to an A-G curriculum. The Charter School utilizes research-based methodology to instruct English Learners. Students are evaluated on a regular basis - assessments include in class assessments, common benchmark assessments, and annual ELPAC data. The Charter School maintains a parent organization for English Learners, the English Learner Advisory Committee (ELAC), which meets regularly during each semester. The meetings are facilitated by the EL teachers and the EL coordinator and focus on curriculum taught in school, skills required for success, tips on how parents can help their students, college and career readiness, college access, and college applications. In addition, the ELAC committee provides input on the LCAP and the Single Site Student Achievement Plan. All English Learners have access to a teaching staff qualified in second language pedagogy, an after school and summer program with a strong literacy and language focus, additional bilingual aides in the classroom to assist English Learner's in English intensive classes, and an early language acquisition program during the Summer Transition Academy specifically tailored for the needs of English Learners.

GHC meets all requirements of federal and state law relative to equal access to the curriculum for those who are English learners. The Charter School has adopted and implemented GHC English Learner Master Plan. The goal is to provide high quality instructional programs and services for English learners that allow them to achieve challenging grade level and graduation standards. Based on their incoming proficiency scores, English learner students are placed in ELD levels 1-3. In the high school, Students have to complete ELD 1-4 before transitioning into the mainstreamed English classes.

The English Language Development (ELD) component of the program supports ELs through:

- A teaching staff qualified in second language pedagogy
- Implementation of Integrated ELD
- Use of Integrated ELD strategies, including, but not limited to frontloading vocabulary, customizing graphic organizers for various writing tasks, modeling, chunked reading, visual aids,

collaborative learning experiences mini-lessons (10-15 min), guided and independent practice, pre-reading and pre-writing strategies, text annotation, use of text-based evidence questions, options for assessments, and multiple methods to check for understanding.

- An optional after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
- Tutoring support with online tutor.com and after school hours
- Additional bilingual teacher aides in the classroom to assist ELs in the EL Program and in their academic classes

Initial and Annual Parent Notification

Parents of continuing EL students are informed of their child's ELPAC results and program placement at the beginning of each school year. New students and parents are notified as soon as initial testing is complete.

To be designated Initial Fluent English Proficient (IFEP) students must achieve a minimum score of 450 on the Initial ELPAC. The notification to parents includes the following:

- The reason the student is identified as an EL
- The results of the preliminary test
- Method of instruction and availability of services
- ELD program exit requirements
- Parents' rights

Students in TK- 6 will be placed in a general education with a teacher who will provide additional ELD support. Student support will be tailored based on each student's individual developmental and English level. The classroom teacher will provide differentiated instruction in the general education classroom setting. The specialist will work with students individually or in small groups so that they acquire the language skills necessary to succeed academically. This is accomplished by a "push-in" or "pull out" model. EL students will also be supported by a part time para-professional who will support the classroom teacher.

English Language Development

English Language Development addresses all four domains of language: speaking, listening, reading and writing – although the emphasis is on speaking and listening. The intent of ELD is to accelerate English language learning in strategic ways by developing skills in these four domains with contextualized instruction. This includes one period a day of intense language development where students engage in meaningful language practices at an appropriate level of challenge and complexity based on their ELPAC skills and overall level. Effective ELD improves access to reading/language arts and all core subjects by explicitly focusing on the language demands of the core.

Designated ELD

Designated ELD is the core instruction for ELs. The intent of ELD is for teachers to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings aligned to the ELD levels of students. ELD instruction includes interactive activities that are carefully planned and implemented. ELD instruction focuses on all components of the English language

not likely to be acquired adequately or efficiently in other instructional or social settings and in daily school, family and community interactions.

Aligned to the CA ELD standards, ELD instruction is research and standards-based. It is systematically planned and structured via a scope and sequence of language progressions and is planned and delivered targeting specific language objectives. ELD instruction at the Charter School explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions, and conventions, as well as the comprehension and production of discipline-specific academic language (e.g. math, science, social studies) based on student ELD skills and needs. We endorse the following guidelines for effective ELD instruction provided by Saunders and Goldenberg (in CDE, 2010, pp.27-28):

- An hour is devoted to daily ELD instruction.
- ELD instruction emphasizes listening and speaking through reading and writing.
- Teachers explicitly teach elements of English (e.g., vocabulary, syntax, grammar, function and conventions).
- Instruction is planned and delivered with specific language objectives for each lesson.
- The lessons include carefully planned interactive activities among students through explicit use of language
- Instruction supports both conversational and academic aspects

Integrated ELD

All teachers who provide content instruction in English at any grade level use integrated ELD methodology to provide access to core content areas for English learners, taking into account their level of language proficiency and the language demands of the lessons. In addition, teachers consider the language needed to construct meaning and demonstrate acquisition of a concept/skill. For students who are at ELD levels 1-3, teachers incorporate the use of additional research based strategies, techniques and material that ensure comprehensibility, including primary language support provided by instructional aides assigned to content classes. The primary purpose of integrated ELD is teaching skills and knowledge in the content areas, more specifically content identified in standards for English/Language Arts, math, science, social studies, physical education and the arts.

Integrated ELD promotes academic language or the language of the discipline. ELs are provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.

The key features of the Charter School's integrated ELD includes:

- Grade-level appropriate content standards in each content area
- Emphasis on essential standards
- Alternate assessments that allow students to demonstrate content mastery with minimal language interference (i.e. the language of the assessment minimizes interference with student's ability to demonstrate knowledge of the subject)
- Significant scaffolding of content
- Alternative materials that may present the content with a more accessible reading level and/or more visual supports

- Extensive student engagement strategies that allow students to practice using the language of the discipline in meaningful ways

Interventions

All ELs are monitored regularly by the EL Coordinator and teachers to ensure adequate progress toward acquiring English proficiency and mastery of grade level academic content. It is important to examine the achievement of similar students (similar language proficiencies, culture and experiential background) to determine if they are progressing. If several students struggling approaches and supports may need to be changed or modified.

In all interventions, the curriculum addresses the student’s specific learning needs and progress is carefully monitored and reported. All interventions have the following in common:

- Initial meeting with EL coordinator to discuss teacher concerns about the student’s progress.
- In depth assessment to determine specific area(s) of need and instruction that targets those needs.
- Frequent progress monitoring to ensure the effectiveness of the intervention
- Systematic and explicit instruction with modeling, multiple examples and feedback

Granada Hills Charter works to recruit teachers who have a credential as well as state authorization to teach EL’s such as BCLAD, CLAD, SB1969, and who not only have training in second language pedagogy but also have experience teaching English Learners and designated and integrated ELD. All teachers are trained in appropriate methods for teaching and receive timely professional development to stay updated on curriculum and instruction of EL students.

EL PROGRAM GOALS, EVALUATION QUESTIONS, AND MEASURES (BY GOAL)

EL Program Goal	Evaluation Questions	Measures/Scores
1. Consistently Implement GHC English Learner Master Plan	1. Are Master Plan Instructional Programs fully and consistently implemented to meet the needs of ELs? <ul style="list-style-type: none"> a. To what extent do teacher of ELs have the qualifications and capabilities to address their ELs’ linguistic and academic needs? b. Are all ELs provided instruction in ELD? c. Are all ELs provided appropriately differentiated instruction (Integrated ELD) in all academic content areas? d. Are differentiated instructional practices that are provided to ELs effective? 	<ul style="list-style-type: none"> • CLAD/BCLAD credentialed teachers • Teachers with EL authorizations • Progress in meeting minimum benchmarks by instructional program
2. Ensure steady progress toward & attainment of academic	1. Are increasing percentages of ELs progressing in ELD a minimum of one level per year per state and federal expectation?	<ul style="list-style-type: none"> • ELD levels • Rate at which ELs meet criteria for

ELD per expected timeframes.	2. Are increasing percentages of ELs attaining English language proficiency per state and federal expectations?	<ul style="list-style-type: none"> reclassification ● Progress in meeting minimum benchmarks by instructional program
3. Ensure steady progress toward & attainment of grade-level academic proficiency per expected timeframes.	<ol style="list-style-type: none"> 1. Are ELs progressing academically per expectations? 2. Are ELs attaining academic proficiency per expectations? 	<ul style="list-style-type: none"> ● CAASPP ● Math and ELA interim assessment, including NWEA ● Course grades ● Progress in meeting minimum benchmarks by instructional program
4. Decrease risks of linguistic and academic failure, grade retention, and dropping out.	<ol style="list-style-type: none"> 1. Are the key risk indicators for ELs decreasing annually in schools? 2. Are appropriate interventions being offered to students who fail to meet expected benchmarks of achievement? 	<ul style="list-style-type: none"> ● Chronic absenteeism ● Suspensions ● Failing grades especially in core academic courses
5. Increase access to and participation in advanced academic program opportunities.	<ol style="list-style-type: none"> 1. Is there an increase in ELs taking part in advanced academic program opportunities? 2. Is there an increase in students applying, attending and completing college? 3. Is there an increase in the number of ELs participating in and passing AP examinations? 	<ul style="list-style-type: none"> ● Enrollment and pass rates in AP and early college courses ● California CAASPP-EAP participation ● College information/data:
6. Strengthen parent/guardian participation and engagement in students' academic development.	<ol style="list-style-type: none"> 1. What types of orientation and training opportunities are parents offered? 2. What measures are used to ensure that parents of ELs are knowledgeable about EL program placement and their academic progress? 3. To what extent are parents participating in and consistently supporting students' academic development? 	<ul style="list-style-type: none"> ● Parent orientations/trainings offered and attended through ELAC meetings regarding <i>English Learner Master Plan</i>, EL instructional program options, instructional program options, advanced academic opportunities ● Parent response rates, and positive ratings of trainings ● Evidence of consistent

		support for home/school partnership efforts, advanced academic opportunities
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Student Progress Monitoring and Reclassification

Student progress in the ELD program will be monitored very closely by the EL Coordinator. Various instruments are used to monitor progress. Multiple measures help determine student progress towards reclassification. In the elementary grades TK-5 program, student progress will be reviewed through,

- ELPAC proficiency scores;
- Teacher Evaluation - Student growth and advancement in language acquisition based on oral and written samples and student work portfolios;
- Demonstration of Basic Skills - NWEA or equivalent assessment score of grade level proficiency, or SBAC score of 3 or 4;
- Parent input.

For grades 6-12 the criteria student progress will be reviewed through,

- ELPAC proficiency scores;
- Teacher Evaluation - Grade of C or better in ELA and an overall GPA of 2.0 within the last two semesters;
- Demonstration of Basic Skills - NWEA score of grade level proficiency; or SBAC score of 3 or 4;
- Parent input.

Assessment and Evaluation

The Charter School administers the ELPAC to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to the CA ELD standards. The ELPAC results are used to properly place English learners in an appropriate English Language Development or English Language Arts course. The overall score and domain specific scores are analyzed to determine instructional needs to support and accelerate progress toward learning English.

To reclassify students, GHC administers the ELPAC as stated above. GHC uses

- Proficiency rates on the ELPAC
- Student growth and advancement in language acquisition based on oral presentations and written samples
- Student work portfolios
- Class grade
- Parent consultation and input

The GHC EL coordinator and administrator review data points four times a year to ensure all student are on target and eligible for reclassification

Progress of Long-term English Learners is also monitored and support begins with identifying them as a subgroup. The progress of LTELs and for students At-Risk of becoming LTEL is monitored by the EL coordinator. The Charter School's coordinator and administrator meet regularly to review the performance and progress, program placement, test results and goals for meeting the reclassification criteria of LTELs and for students At-Risk of becoming LTEL to determine the effectiveness of the supports for the students.

GIFTED AND TALENTED STUDENTS

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction and through enrichment programs after school and through partnerships with community colleges. Granada Hills Charter offers multiple opportunities for gifted students to access a rigorous and enriched curriculum which includes 29 AP courses offered in 123 sections, 38 IB courses in 174 section and nine honors course in 158 sections. Gifted and talented students, like all students, have access to the IB Diploma Program and AP Capstone Diploma program.

The differentiated instruction includes the following:

- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Granada Hills Charter's goal is to continue professional development for teachers in the instruction of Advanced Placement and International Baccalaureate courses, and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Gifted students also have access to accelerated courses in math and visual and performing art in the GHC summer program. Accelerated courses in the summer include in Algebra 1AB and Geometry AB for incoming ninth graders and rising tenth graders, a Trigonometry bridge course to accelerate to honors pre-calculus and six VAPA courses.

Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas and therefore grouping placements are flexible. Compacting curriculum

allows teachers to provide an accelerated curriculum to a heterogeneously grouped class and help all students attain mastery.

Enrichment opportunities are also available after school though the after school program AHA Offerings include but are not limited to cooking, driver's education SAT preparation, college essay writing, yoga, leadership and public speaking.

The GHC grades TK-8 program will provide a rigorous educational program for all students, including students performing at or above grade level. Because of the inquiry-based, concept-driven curriculum we will be implementing, teachers will have entry points established for students at all ability levels. Indeed, our model was chosen in order to better meet the needs of students with different ability levels. The common planning time allocated to all teachers will provide the necessary time to allow teachers to develop interventions for students who require more advanced entry points into the inquiry. Our use of teachers on special assignment from our high school campus will also provide training for teachers who require strategies to meet more advanced needs in the classroom.

We will identify gifted and talented students and students achieving above grade level using multiple sources of assessment data on an ongoing basis. As stated earlier, because of the daily common planning time we will be able to monitor assessment data consistently and frequently to ensure that advanced students are continuing to be challenged through the Program of Inquiry. To identify students, we will use a combination of standards-based test scores, classroom performance, and gifted and talented (GATE) screenings as conducted by the Los Angeles Unified School District.

It will be the responsibility of the IB coordinators to ensure that all identified high achieving students are monitored and receiving instruction appropriate for their abilities.

ADDITIONAL ACADEMIC SUPPORTS (grades TK-8 and 9-12)

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, GHC has a designated intervention coordinator who takes the following steps:

- Parents are routinely informed of the students' progress and academic challenges
- Students receive supplemental support services in content areas where they struggle most. Supplemental classes are provided during, before and after school with resources, teachers, adult tutors or one-to-one peer support
- Students participate in intersession support provided through the brick and mortar and online curriculum
- Parent teacher conferences are regularly scheduled to advise and find resolutions to students' learning challenging

The goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for students in our regular classrooms teachers:

- create an environment that is responsive to students

- assess each student’s knowledge, understanding, and interest
- provide additional practice in deficient skills
- build content vocabulary
- stimulate learning including both cognitive and affective abilities
- differentiate and individualize the curriculum to meet each student’s needs
- evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

In the grades TK-8 program, students with academic challenges, and those performing below grade level will be identified by teachers, IB coordinators, and the Intervention Coordinator using measurements such as grades, benchmark assessments, standards-based test scores, teacher observations, summative assessments, and more. Because of the inquiry-based, concept-driven curriculum we will be implementing, teachers will have entry points established for students at all ability levels. Indeed, our model was chosen in order to better meet the needs of students with different ability levels. The common planning time allocated to all teachers will provide the necessary time to allow teachers to develop interventions for students achieving below grade level.

In addition to our primary educational program being a method of intervention for students achieving below grade level, we plan to provide in class interventions using teachers, specialists, and instructional aides during designated intervention blocks, before and after school skills instruction programs, before and after school tutoring, and more.

SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

Research (Comber 2001, Yorke, 2003) shows that children and their families from socioeconomically disadvantaged backgrounds have high expectations for their children’s education and outcomes. Many children and their families who suffer from the effects of poverty, unemployment, and moving house on numerous occasions have effects that have long term impacts. Some children and their families also have to deal with learning English as a second language, and racism within the wider community. Comber’s (2001) longitudinal study on socioeconomically disadvantaged students strongly supports the need for ongoing supplemental assistance in order for teachers to really make a difference to the educational opportunities of the young people in their classrooms. Teachers follow multiple approaches to support their pedagogical framework, including

- Supporting and integrating a rigorous curriculum
- Providing early intervention and opportunities for enrichment
- Helping students attain grade level competency
- Engaging parents through math and literacy workshops
- Using technology as a tool
- Providing instructional support with bilingual aides and paraprofessionals
- Organizing college and curricular field trips
- Examining results from periodic assessments and classroom performance
- Supporting all students to access science, technical education, and the visual and performing arts

Intervention coordinators, administrative directors monitor the performance of all subgroups. Performance is also reviewed by the leadership teams, departments, and others on a regular basis. Disaggregated data is also presented to the governing board.

Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. The Charter School uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as NWEA, CAASPP, AP, PSAT, and SAT at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often require supplemental assistance for teachers and staff, the Charter School employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by bilingual aides and paraprofessionals. Parents and students also have access to math, literacy, college, and testing workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to after school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff, provide outreach to ensure that students are aware of these supports. Further, all students, including socioeconomically disadvantaged students, take the PSAT free of charge during 9th, 10th, and 11th grade years.

Specific techniques as listed in the instructional methodology section and curriculum are inflected with teachers' professional styles and the school ethos. Resources are available to all teachers to use creatively and in ways in which they can be effective. Access to library resources, culturally rich literature, computers and software, the arts, science and business communities, field trips, and access to career technical education classes support the educational experience of the students and get them to be college and career ready. Parent education and involvement is strongly encouraged so that the parent, the counselor, the teacher, and the student can work together to the common goal of college and career readiness.

Foster Youth

Granada Hills Charter will continue to identify and meet the needs of Foster Youth in accordance with AB 490 -- EC 48853.5. We will identify Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services. The needs of Foster Youth will be determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, intervention groups, will be provided by Charter School or through community-based organizations. GHC assigns a dedicated academic counselor who works with Foster Youth and monitors their academic performance and works closely with teachers and the Intervention Coordinator. Additionally, GHC has identified a staff member who serves as an additional support liaison to work closely with the families and other support providers for Foster Youth.

The Charter School's SIS tracks Foster Youth status along with class grades, benchmark scores, and all school-wide academic data. Progress will also be analyzed by teachers and coordinators during data analysis at the end of each report card period. Our extensive intervention strategies will provide several levels of guidance depending on the need of the student. As needed, referrals will be made to outside services to support students and families with crisis needs. (Please see page 180 for detailed graduation and high school credit plan).

A TYPICAL DAY AT GRANADA HILLS CHARTER

Grades TK-8 Program

At the GHC grades TK-8 program, we are committed to the IB instructional program, as developed through a transdisciplinary program of inquiry, the Common Core State Standards, the Next Generation Science Standards, and the California Computer Science Standards. Because of the creativity required to balance these instructional components, and because of the constructivist approach that is central to the IB philosophy, teachers at every grade level will start the day at 8:00 a.m. with a common planning and professional development period. This period will most often be used to develop, plan, and maintain the program of inquiry, making sure that all teachers are prepared to meet the individual needs of each student. The common planning period will also be utilized for all faculty meetings, program specific professional development, and parent-student-teacher conferences periodically throughout each semester.

During this common planning and professional development period, students will have access to a variety of enrichment activities and intervention programs through a Before School Activities (BSA) program. The BSA will allow student drop off as early as 7:30 a.m. Morning breakfast will be available to students during the period between 8:30 a.m. and 9:00 a.m. As part of the BSA program, students will have the option to begin their day with a morning fitness program. Research shows that learning and attention are improved when we are physically active (Castelli, D. Hillman, C., Buck, S., & Erwin, H. (2007). *Physical Fitness and Academic Achievement in Third and Fifth Grade Students*. *Journal of Sport and Exercise Psychology*, 239-252; Ratey, J. (2008). *Spark: The Revolutionary New Science of Exercise and the Brain*. New York: Little Brown and Company). During this fitness block, students will be led through a variety of rotational activities that help them develop habits of mind that are crucial to physical and mental wellbeing. Mixed grade and mixed ability levels will provide teachers with an opportunity to create peer mentors and leaders who will initiate and implement activities with teacher facilitation and guidance.

Once students begin their learning blocks at 9:00 a.m, the "typical day" differs for students in the early years (grades TK-5) and in the later years (grades 6-8). Although blocks guide the instructional day, the program is fluid and will allow teachers to implement the Program of Inquiry which is central to IB learning.

For Grades TK-5, a typical day might begin with CCSS-aligned ELA whole group instruction in reading, discussing, and annotating a non-fiction selection related to the current Program of Inquiry (POI). The student then moves into a small group rotation which includes ELD instruction, if needed, then guided skills practice with an instructional aide, then independent practice using web-based applications to provide targeted, individualized instruction on 1-to-1 devices, and then teacher-facilitated time for the student to make relevant connections in addressing the current POI. A recess break will be provided after the first

block of instruction. The second instructional block will focus on CCSS-aligned Math and Computer Science content and skills in the same rotational model as the first block. After lunch students will continue their work in the IB Program of Inquiry while focusing on Social Studies and Science. On a flexible schedule, these afternoon blocks will also include direct instruction in music, a second language, health and PE. Teachers will embed standards-based lessons and activities into the work of addressing the IB Program of Inquiry during all four TK-5 instructional blocks.

For Grades 6-8, a typical day will start with the morning instructional block. Content-specific lessons will be provided by teams of teachers through transdisciplinary instruction in several content areas (Ex. ELA, Soc. Science, Math) as they facilitate student progress in addressing the current Program of Inquiry. On a typical day, a student would meet with the ELA teacher to read, discuss, and annotate a non-fiction selection related to the current POI and then move to working in a small group to write a summary of the learning. The student then meets with the math teacher for a guided lesson in organizing data from the same non-fiction reading selection and then move to work independently on interpreting the data into the writing summary. The social studies teacher would provide the student with a "playlist" of websites that provide multiple perspectives from a historical time period related to the non-fiction selection and then ask the students to discuss how changes over time have impacted our current society. The student may move in and out of whole group, small group, and independent work throughout the morning. Designated ELD instruction will be one of the student's rotations, if needed. A break will be provided for Grades 6-8 during the morning instructional block as students and teachers find a natural stopping point in the flow of their work. After lunch, a student will have opportunities to continue working on the traits of an IB Learner through music, second language instruction, and community service projects related to the POI.

Grades 9-12 Program

The majority of students begin arriving at school by 8:20 a.m. and are greeted at various entrances by an adult. The student body reflects the diversity of the community and the Charter School's physical environment reflects its focus on college and career readiness. In spite of being a large campus, students and adults operate in a safe environment with structures and regulations that provide multiple opportunities to learn and grow.

The master schedule is designed to meet the needs of all students. The A-G curriculum and focus on the California content standards and the Common Core standards provides a rigorous and well-rounded education for our students. All students have access to over 150 course offerings, and some students elect to join one of six thematic academic programs - Global Human Initiative, Humanitas, STEM, Global Business and Finance, the Virtual Program and Career Technical Education. Students also have access to Advanced Placement courses and the International Baccalaureate Program in their junior and senior years. To ensure success of all students, the faculty uses the student information system to monitor student progress on a regular basis. Teachers use collaboration time to identify students for targeted tutoring sessions and work with counseling staff to provide early support and intervention. Heterogeneously grouped ninth grade English classes help students perform and learn in mixed ability groups, before and after school targeted tutoring supplements and supports learning of struggling students, and co-taught classes in Algebra I and Geometry provide additional opportunities for student achievement.

In classrooms, students are taught by well qualified teachers who utilize a variety of instructional techniques to support student learning and mastery of content material. Students are grouped primarily in heterogeneous classrooms where teachers differentiate instruction using models established by differentiation expert Carol Tomlinson. Teachers use an appropriate mix of instructional technology, direct instruction, group learning, hands-on learning and individual practice to help students understand and internalize current curriculum with a focus on lifelong learning. Speaking, listening, reading writing and presentation skills are incorporated in every classroom. A variety of instructional strategies, scaffolding and explicit modeling are practiced and used consistently.

All students have the opportunity to participate in the nutrition meal program. Nutrition is part of the federal meal program and service is provided by the Charter School's selected vendor for students eligible for full, reduced or free meals both for nutrition and lunch. Student eligibility is kept confidential and all students are encouraged to eat healthy meals.

High expectations for academic performance are the norm and students' all round development is supported through an array of extracurricular activities, athletic programs and healthy meals. Our After School Activities (AHA) program further enhances learning opportunities for students by offering enrichment classes exposing students to a variety of careers and unique learning opportunities in support of college and career readiness.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”
(Ed. Code § 47605(b)(5)(B).)*

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Granada Hills Charter guarantees a rigorous learning experience for each student. Key attributes include:

- A personalized learning environment that focuses on individual students in which teachers, counselors and parents work in concert to provide necessary support.
- An application based instructional model that brings hands-on projects and interdisciplinary learning into the classroom especially as more and more students opt for academic programs or CTE classes

- An individualized four-year college and career plan which represents an agreed-to plan by counselor, teacher, student, and parent on how the student will learn.
- A system of accountability where individuals are held accountable for student success and use data to appraise improvement efforts.
- A culture of high expectations of the abilities of all students—that all can and will succeed.

Annual goals set as a means of achieving this objective are outlined in the Charter School’s Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the LCFF State Priorities table provided in Element 1.

GRADES TK-8 PROGRAM

Assessment Vision and Purpose

The GHC grades TK-8 program is committed to developing internationally minded lifelong learners who collaborate in order to understand, celebrate and impact our diverse school and IB world community. An enriched environment is created through challenging curriculum, intercultural lines of inquiry and authentic assessment focused on the whole child. We believe that assessment is vital to teaching and learning, and assessment drives instruction. It is central to the PYP’s goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Ultimately, we believe the purpose of assessment is to guide our planning and instruction so all students succeed.

The purpose of all assessments is to evaluate learning and guide instruction. We will assess students to:

- To guide and support student learning
- To teach students the benefits of monitoring their own progress
- To provide and differentiate instruction based on student needs
- To evaluate and strengthen our learning process and practices as educators
- To assist in the evaluation of the Programme of Inquiry
- To determine eligibility for special education, EL, and other different ability services

Assessments will allow students to:

- Demonstrate and share their learning and understanding
- Set goals based on the IB learner profile and attitudes
- Communicate their points of view and understanding
- Build self confidence
- Monitor learning through the metacognitive process
- Use prior knowledge to build on and guide the inquiry process

Assessments will allow teachers to:

- Provide timely intervention for struggling students
- Collaboratively reflect on student progress and needs
- Differentiate instruction with clear outcomes for individual students

- Learn to use data to inform and communicate practice
- Report on the learner profile development for each student

Assessments will allow parents to:

- Observe and track student progress and growth on their learning goals
- Intervene and provide support outside of school
- Understand the student tasks and celebrate successes

Types of Assessments

Diagnostic assessment: is used prior to instruction in order to determine the student's strengths, weaknesses, knowledge, skills and learning styles. The information obtained is used to adjust instruction to meet specific student needs.

- School Created Benchmark tests in Reading and Math
- CORE Phonics and Phonemic Awareness Survey
- Fountas and Pinnell Benchmark Assessment Systems for grades 3-8
- iReady Math
- Surveys (completed by students and parents)
- Visible Learning Strategies
- Classroom Observations
- ELPAC Placement Test for English Language Learners
- Standardized tests and observations by School Psychological Services, Speech/Hearing Pathologist, Occupational Therapist and Physical Therapist

Formative assessment: is used frequently throughout the learning process to find gaps in learning, identify specific struggles and to determine next steps. These structured and unstructured assessments provide continuous feedback on the learning process and to plan the next stage in learning.

- Anecdotal and conference notes
- Student reflection and goal setting: notebooks, logs, other collaboratively designed reflection tools
- Classroom observation
- Constructed responses
- Informal quizzes and tests
- Rubrics: student and teacher created
- Peer review
- Portfolios: reflecting on growth over time
- Progress Monitoring assessments
- Visible Learning Strategies
- Everyday class performance

Summative assessment: is used to measure the acquisition of information and basic skills as well as the transfer of what is learned to new situations. Through these assessments, students are given varied opportunities to demonstrate their learning.

- Student reflection and goal setting: notebooks, logs, exit slips
- Student and teacher created exemplars and rubrics

- Tests and quizzes
- Reflection and Goal setting sheets for the attributes of the Learner Profile and the Transdisciplinary Skills
- IB Unit Planner Summative Assessments allow students to demonstrate their understanding of the central idea. Students are encouraged to express that understanding using a varying learning styles, multiples intelligences and abilities. The summative assessment task provides opportunities for the student to apply what is learned to a new situation and to demonstrate and reflect on the IB PYP Elements: knowledge, concepts, skills, attitudes and action taken.

Documentation and Reporting

- Portfolios will be used to document student growth and provide a continuum for students to track their learning process and define their growth as a student. They are a collection of student artifacts that represent individual learning. They are designed to highlight student successes, growth over time, display students' higher order thinking skills, creativity, and reflection. They include assessment of all essential elements of the PYP...Learner Profile, attitudes, action, knowledge, concepts, and transdisciplinary skills. Selection of the contents of the portfolios will be made by the students, teachers and parents.
- Standards based report card with school identified essential learnings will be available each six week grading period.
- Each student will reflect and set Learner Profile goals each six week grading period.
- Parent/teacher conferences in the fall and as needed throughout the year.
- Individualized Education Program reports (IEP)
- ELPAC Individual Learning Plans for English Language Learners
- Individualized Speech and Hearing Reports
- Individualized psychological educational reports

Culmination Projects at the end of grades 5 and 8

- Will provide students with an opportunity to reflect on their learning in the PYP and the MYP
- Will provide an opportunity for students to exhibit the essential elements of the IB PYP MYP and share them with the Charter School community
- Will engage students in a collaborative inquiry of one of the transdisciplinary themes chosen by grade level teaching teams. This will give students the opportunity to demonstrate the IB Learner Profile attributes and attitudes.

Annual goals set as a means of achieving the objectives of our PYP and MYP programs are outlined in the Charter School's Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the LCFE State Priorities table provided in Element 1.

METHODS FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Outside Measures of Academic Progress

Granada Hills Charter will use several key outside assessments in addition to state mandated testing programs and state Performance Targets in order to track student progress, plan instruction, assign interventions, and evaluate programs. These assessments were selected due to their alignment with California Standards, their relevance to the GHC instructional program, and their reputation (widely used, supported by research & enabling norming against schools nationwide). These are listed in the chart below:

Assessment	Description	Grade Levels	Frequency	Performance Expectations
Fountas & Pinnell Benchmark System	* Leveled Reading Assessment *Comprehensive Assessment of Reading Skills * Nationally Normed and Widely Used	K-8	1x/semester; more frequently for students in Tier 2 and Tier 3 intervention	On grade level or make 1.25 years of growth in a year
CORE Phonics & Phonemic Awareness Survey	*Comprehensive Assessment of Foundational Skills * Nationally Normed and Widely Used	TK-3; as needed for older students reading below grade level	1x/semester; more frequently for students in Tier 2 and Tier 3 intervention	Students expected to meet Performance expectations for each grade level are defined by assessment publisher
i-Ready online math program assessment*	* On-line, adaptive math Assessment based on Common Core standards * State-approved Assessment program for Diagnostic assessment of CCSS in grade levels not covered by CAASPP	GRADES TK-8	1x/semester; more frequently for students in Tier 2 and Tier 3 intervention	i-Ready tracks whether students are “on”, “above”, or “below” level for each trimester. Growth goals are set after the first diagnostic assessment and students are tracked as meeting or not meeting growth. Students divided into Performance Profiles; profiles correlated to Tiers 2 and 3. Intervention progress goals are also monitored

*The i-Ready assessment is the all school, outside math assessment currently researched. However, we may choose to select an alternate assessment program from the state's list of Diagnostic Assessments that meet the criteria set by Education Code Section 60644 (<http://www.cde.ca.gov/ta/tg/ai/gd2mathtbl1.asp>) once we see how the assessment informs our practice.

Locally Created Assessments

Unit benchmarks in both English language arts and mathematics will occur approximately twice per semester and are developed locally, using resources from adopted curriculum, from the state's Digital Library, and test blueprints/item descriptors available from the Smarter Balanced Consortium.

Although mathematics contains both fluency and conceptual questions, English language arts benchmarks assess reading, writing, and language domains. These assessments are designed by teachers during professional development and are based on the CCSS instructed for that unit. Teachers will align their unit benchmarks along a common matrix that has been vertically articulated for grades TK through 8, including factors such as length, number of passages to include, question format types (e.g., short answer versus multiple choice) and numbers of items from each category of Webb's Depth of Knowledge or Bloom's Taxonomy of questioning levels.

Teachers will also design performance tasks to be included in their unit benchmarks that fuse concepts across disciplines. These assessments will be reviewed with department leaders for feedback to ensure alignment and appropriate rigor for all grade levels. Assessment data should inform student preparation leading up to the culmination project for grades 5 and 8. Data will be debriefed in department professional development meetings to create action plans for instructional purposes.

Other Formative Assessment

In addition to school-wide assessments, teachers will use a variety of formative assessments. These will include component assessments of adopted curricula (e.g. rubrics included with Writer's Workshop Units of Study, science performance assessment included in Full Option Science System (FOSS) kits, a quiz based on teacher created math units) as well as teacher created checklists and rubrics which are used for determining levels of speaking and listening, language development, culmination tasks in computer science and visual or performing arts.

DATA GATHERING, ANALYSIS AND REPORTING

Granada Hills Charter will utilize a student information system (SIS) called eSchool which is now being acquired by PowerSchool. The system has the capacity to capture data and create a variety of reports and analysis regarding student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. Data for all state assessments as well as other key data points (Fountas & Pinnell reading benchmark levels, CORE Phonics and Phonemic awareness survey, scores on trimester benchmarks, report card grades) can be stored and accessed for analysis. PowerSchool training for teachers, instructional aides, and administrative staff is

a priority for the school. The administrative director of the grades TK-8 program along with the high school tech team will be responsible for training instructional staff in the use of technology tools.

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, faculty and staff utilize test results along with other assessments to determine student's academic needs, and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.

Charter School leaders and groups of teachers will analyze assessment data at least monthly (i.e., during check-ins with administration team and teachers, at PD meetings, at semester end and during SSTs and IEP meetings). Granada Hills Charter staff will participate in professional development activities related to assessment and data analysis, so that teachers can strengthen their understanding of student performance in light of data, and modify their instructional designs accordingly. Data analysis is essential to our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Our standards based report cards in the TK-3 and progress report cards in grades 4-8 will help the grades TK-8 parents to receive timely information on the progress of their children. In the initial years of opening, we will continually reviewing and reflecting on the data and its relevance to the IB PYP and MYP programs.

We will be accumulating data for the grades TK-8 program in the year 2019-2020.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy

Students will be graded in all subject areas using the following four performance descriptors: exceeds expectations for this time of the year (EE), meets expectations for this time of the year (ME), approaching expectations for this time of the year (AE) and below expectations for this time of the year (BE).

Descriptors for work habits and citizenship will be aligned with L Profile and the IB attitudes and skills. The summer of 2019 will be dedicated to potential teachers meeting and reviewing grading criteria before inputting into the PowerSchool Standards based report card.

Type/Frequency of Progress Reporting

Parents will be formally notified of student progress four times throughout the school year. During parent-teacher conferences in the fall and student-led conferences in the spring, teachers will provide information on student progress, highlighting areas of mastery as well as areas in need of further practice and support. Report cards will be distributed at the end of each semester, once in December and once in June, providing detailed information on student achievement in their Units of Inquiry, English Language Arts, Mathematics, Second Language, Physical Education, Visual Arts, and Computer Science. Report cards will also provide information on students' social development and their approaches to learning.

Promotion/Retention

The grades TK-8 program will have a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). We believe that foundations skills are extremely important for student success in math and literacy. Granada Hills Charter will ensure that students demonstrate achievement of grade level standards before being promoted to the next grade. We will give consideration to students in all grade levels to ensure that they can be successful although most retention policies impact students from grades 2-8.

Criteria for Promotion

- English proficient students in grades 2-8 must meet minimum grade level standards in ELA and in grades 4-8 in math. Minimum grade level standards are defined by teacher agreed upon performance ranges. Teachers and the IB coordinators will use benchmark assessments, standards-based test scores, teacher observations, summative assessments, and more.
- English learners not meeting minimum grade level standards will be provided with additional instructional support and could advance with one ELD level per year.
- Students with disabilities will meet the criteria as indicated in the IEP interventions to support promotion. At risk students will be identified using the assessment data and will be supported by additional instructional and targeted time with teachers or instructional aides as described in the Charter School's intervention program.

Interventions to Support Promotion

Students with academic challenges, and those performing below grade level, will be identified using a variety of measures. Teachers and the IB coordinators will use benchmark assessments, standards-based test scores, teacher observations, summative assessments, and more. Because of the inquiry-based, concept-driven curriculum we will be implementing, teachers will have entry points established for students at all ability levels. The common planning time allocated to all teachers will provide the necessary time to allow teachers to develop interventions for students achieving below grade level.

In addition to our primary educational program being a method of intervention for students achieving below grade level, we plan to provide in class interventions during designated intervention blocks, before and after school skills instruction programs, before and after school tutoring, and more.

For all students TK through grade 5, we will have a structured rubric driven tiered system of intervention. We will screen for dyslexia and pair identified students with a tiered reading intervention program. Structured intervention in writing and math will occur in the classroom until the end of first grade.

A well trained Reading Specialist with a background in Orton Gillingham methodology will provide the foundation for a successful literacy intervention program in both reading and writing. Working in conjunction with the classroom teachers, the Reading Specialist will coordinate the screening process for dyslexia, review the results and participate in determining the appropriate intervention tier placement when needed. In the early grades of TK-3, a reading specialist will field pre referral academic interventions. A structured, active early intervention program will assist the staff in determining when a Special Education

referral is necessary as well as to remedy delays that can be addressed through appropriate, intensive general education differentiated instruction.

Steps towards Retention

If a student is not making adequate progress and is in danger of not meeting promotion criteria by the end of the academic year, the Charter School will notify the parent in writing and will also contact the child's parent by phone or in person during parent conferences, and at a minimum by the middle of the second semester. Prior to that time period, the child's teacher will consult with the administrative director and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made, following the process outlined below.

- Educational Plan - Teachers with support of the administrative director or Reading Specialist will develop, for each student identified as at risk for retention, an education plan, no later than mid year including highlighted, time-tracked areas of need in reading, writing and mathematics and appropriate learning goals for the student to be met before the end of the school year. This may occur as part of the SST (Student Success Team) process.
- Retention Documentation - Teachers will document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the administrative director. Teachers/Coordinators will maintain records of school parent communications, including a signed parent notifications.
- Data - The Charter School will use assessment data, report card marks/rubrics, sample work, written summary of student's strengths and weaknesses and other important pertinent information to document progress. In the event the student is retained, the retention documentation will be added to and remain in the child's cumulative folder. If the student moves or transfers to another school, the retention documentation will accompany the cumulative file.
- Parent Notification - Parents will be notified through teacher conferences, progress reports. A final decision regarding a retention will be made by the administrative director at a retention meeting to take place during the second half of the final trimester of the school year, where all relevant data and documentation will be reviewed. Parents will be invited and encouraged to attend. Parents will be given a form outlining the Charter School's final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain.
- Appeals Parent/Guardian Appeals Process - Parents may appeal a decision to retain a student by submitting the Parent Signature form, indicating disagreement and the reasons for objecting to the retention. The student's classroom teacher will create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. Within 15 school days of receiving the appeal, the school appeals committee will review all applicable documentation, conduct meeting with parents/guardians, and will notify the parents/guardians of the final decision.

GHC GRADES 9-12 PROGRAM

In order to best serve our students and community, Granada Hills Charter continues to examine and refine its list of student outcomes over time to reflect the Charter School's mission, aligned with the CCSS and the NGSS and any changes to state or local standards that support such mission.

Curricular Focus	Measurable Outcomes	Courses
English Language Arts	<ul style="list-style-type: none"> Students will read with comprehension, write with clarity, speak with meaning, and apply text to real life situations. Students analyze ideas in literature and expository texts using evidence as justification for interpretation, using language to discuss ideas and become informed. In preparation for the IB Program course work, students in the ninth and tenth grade English classes experience a strong reading, writing and speaking program that is heavily focused upon contextualized expository primary and secondary texts, literature and research and presentation skills. 	English 9 College Prep (CP) and Honors English 10 CP and Honors English 11 CP and Honors Advanced Studies: An Examination of Gender, Race and Popular Culture AP Language and Composition AP Literature and Composition English 12 IB HL English 1 and 2 ELD Levels 1-4 Journalism Creative Writing Speech, Advanced Speech Yearbook
Mathematics	<ul style="list-style-type: none"> Students demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. Students use geometric skills and concepts. They construct formal, logical arguments and proofs in geometric settings and problems. Students gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system Students use trigonometric functions and the ability to provide basic identities preparing them for the study of more advanced mathematics and science. Students apply mathematics and its intrinsic theory. 	Algebra 1, Algebra 2 Exploring Computer Science Geometry Business Statistics CP Statistics Pre-Calculus CP and Honors AP Calculus AB AP Calculus BC AP Statistics AP Computer Science AP Computer Science Principles IB Computer Science HL 2 IB Math Studies SL, IB Math SL IB Math HL
Biological Physical Science	<ul style="list-style-type: none"> Students demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology using principles and tenants of NGSS. Students develop the habit of critical thinking, and learn to construct a body of concepts 	Biology CP and Honors, Chemistry CP and Honors Physics CP Physiology CP and Honors Astronomy AP Biology AP Chemistry

	<p>through experiential activities and communications;</p> <ul style="list-style-type: none"> • Students use technology for information retrieval, data acquisition and analysis, and communications; • Students demonstrate mastery of research skills and scientific writing 	<p>AP Environmental Science AP Physics 1 and 2 AP Physics C IB Bio HL, IB Chemistry HL IB Sports Medicine SL IB Physics HL</p> <p>IB Environmental Systems HL 2</p>
History/ Social Science	<ul style="list-style-type: none"> • Students demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. • Students understand, analyze and synthesize authentic materials and primary sources • Students demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. 	<p>Geography CP AP Human Geography World History/ Geography and Cultures CP and Honors US History CP and Honors Principles of American Democracy CP Economics CP Introduction to Psychology CP AP Psychology AP World History AP US History</p> <p>AP European History AP American Government and Politics AP Economics (Macro and Micro) IB History HL 1 and 2 IB Psychology HL 2 IB Global Politics SL 1 and 2</p>
World Languages and Cultures	<ul style="list-style-type: none"> • Students demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. In AP and IB classes, students demonstrate understanding of culture and literature as required by the external assessments. • Students use language in real life situations. 	<p>American Sign Language 1-3, Arabic 1-3, Arabic for Heritage speakers 1-3 French 1-3 Korean 1-3 Korean for Heritage Speakers 1-2 Italian 3 Mandarin 1-3 Spanish 1- 3 Spanish for Heritage Speakers 1-2 AP Spanish Language and Culture AP Spanish Literature and Culture IB Spanish SL and HL IB French SL and HL IB Korean SL and HL IB Mandarin SL and HL</p>
Visual and Performing Arts	<ul style="list-style-type: none"> • Students demonstrate understanding of fine or performing arts. • Students understand the place of art in society. 	<p>Visual/ Performing Arts: Advanced Drawing, Drawing, Painting, Cartooning/Animation, CP Art History, Guitar, Ceramics, Advanced Ceramics,</p>

	<ul style="list-style-type: none"> Students engage in creative challenges and application of the arts in real life situations. 	<p>Design Craft, American Images, Digital Imaging, Filmmaking, Dance Choreography, Drama, Theatre Arts Workshop, Play Production, Jazz Ensemble, Keyboards, Music Technology, Photo Production</p> <p>Advanced Band, Percussion, Intermediate Orchestra, Advanced Orchestra, Honors Choir, Concert Choir, Show Choir, AP Music Theory, AP Art History, AP Drawing, AP Studio Art, IB Visual Arts HL, IB Dance HL</p>
Career Technical Education	<ul style="list-style-type: none"> Students understand the critical significance and impact of technology on educational and career aspects of life. Students demonstrate the ability and skills necessary to utilize technology, take advantage of the almost infinite resources available to enhance their college and career prospects; and learn to recognize the relationship between the Technical Arts (CTE) and society. 	<p><i>Introduction to Engineering:</i> Robotics, Advanced Robotics, Introduction to Engineering</p> <p><i>Hospitality, Tourism & Recreation Industry:</i> Culinary 1, Advanced Culinary Arts</p> <p><i>Transportation Industry:</i> Auto Technology Fundamentals 1, 2, Adv. Auto Technician 3</p> <p><i>Finance and Business:</i> Money & Banking, Business Statistics, Business Entrepreneurship</p>
Physical Education	<ul style="list-style-type: none"> Students demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits. 	<p>Physical/Health Education</p> <p>Use of Heart Rate Monitors as an external measure of physical performance</p>
Local Options	<ul style="list-style-type: none"> Students develop interests in core curricular subjects and college and career pathways. 	<p>Geography CP</p> <p>AP Human Geography</p> <p>AP Art History</p> <p>Exploring Computer Science CP</p> <p>Money and Banking CP</p> <p>New Media</p> <p>Drama CP</p> <p>Introduction to Engineering</p>

When and How Student Outcomes Are Assessed

Students are regularly assessed in their mastery of the above skills, knowledge and attitudes through means such as observation of their activities and their production of meaningful work, classroom examination, state-mandated tests, and/or other assessment tools that have been listed in the GHC student outcome goals. In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms such as standardized tests and authentic assessments including performance and project based assignments.

Standardized Testing

The CAASPP, California Science Test, ELPAC, and the Physical Fitness Test are administered during the year. The PSAT is administered annually to grades 9, 10 and 11 students at no charge.

Assessment Method	Frequency
State Mandated Standardized Tests (CAASPP, CAST, ELPAC)	Annually, Spring
NWEA ELA and Math	2-3x per year, Summer, Winter, Spring
Interim School Wide Student Assessments (SchoolCity/Department Developed)	At least 2x per year/varies by content area
College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exams	Beginning in Grade 9
Analysis of Student Projects	Ongoing
Student Progress Reports	Every Six Weeks
Initial Diagnostic assessments in English Language Arts and Math	Summer Transition Academy
Ongoing Classroom Teacher Assessments	Daily, Weekly, Quarterly, Semester End

MEASURING PUPIL OUTCOMES, FORMATIVE ASSESSMENTS, DATA ANALYSIS AND REPORTING

Performance and Project Based Assignments

Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand important concepts and can apply them to actual work. Granada teachers work collaboratively to develop school wide performance assignments in research strands spanning grades TK-12 and culminating with the twelfth grade senior project. Teachers use defined rubrics to assess student performance. The projects address progress of the Charter School's ESLRs. The common core standards, department benchmark and core assignments facilitate the determination of standards to be tested on performance and project based assignments.

Local Assessments

Each group of grade level teachers and each department in the senior high has developed common formative and summative assessments that are utilized to monitor student progress towards mastery of the standards and expected school learning results. These include content-specific objective tests, essays, quizzes and research projects that reflect the content standards. Individually and in content area teams, teachers review the formative and summative assessments to identify weaknesses and modify the instructional program. Departments also collaborate on developing common final exams.

Throughout the year, teachers in various departments meet to score student work. Collaborative assessment is a tool for teachers to make curricular decisions and improve practice. As teachers assess student work, they identify instructional practices that are effective for students, set goals for their teaching, and share

successful lessons, strategies, and classroom practices. In addition, they identify students who need additional support.

Ongoing Interim Assessments

Ongoing assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information.

The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled assessments given in core academic subjects (On a weekly basis in the early grades and at 6 weeks and 12 weeks and at 20 weeks for final semester grades).
- In demonstration of speaking, listening and reading responsiveness using rubrics and classroom departmental placement and common final exams (prior to issuing 12 and 20 week reports).
- Results from State Standardized testing – CAASPP, PSAT, SAT I & II, NWEA, International Baccalaureate and Advanced Placement Exams.

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, add or discontinue instructional strategies.

Analysis of Student Work

Instructional program staff regularly use a wide range of assessment information to modify curriculum and instruction and improve student achievement. Teachers, in collaborative teams, develop and implement an efficient student performance, data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering. For example, teachers in their various disciplines create assessments that assess the agreed upon standards. Student work is calibrated using a common rubric and teachers grade papers that may belong to a peer. The procedures in the process creates insight into a standardized performance that gives students equity, access and a fair grade in benchmarked assessments.

Data Gathering, Analysis and Reporting

The high school data is reported to the GHC Board by the school administration or designee through reports at Board meetings and maintenance of a performance dashboard tracking key school metrics over time. All school data is shared with parents through newsletters and parent meetings, with leadership teams, with teachers at professional development in person and electronically, and with staff/students at School Meetings and in signage posted on campus.

As data is gathered and entered both in eSchool Plus and SchoolCity, the faculty and staff begins the task of analysis to measure progress towards the Charter School's selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

All Charter School general and subgroup student performance results on standardized testing are shared and evaluated by all stakeholders as they become available. These results are shared at School Site Council meetings, department, committee, and faculty meetings, and during board meetings. All meeting minutes are available online. Department teams, academic program groups, the intervention coordinator and

counselors can access data through eSchool Plus and provide support and guidance to meet the learning needs of individual students. Teachers can use data from both systems to develop strategies for instructional improvement.

Common formative and summative assessment data are regularly entered into SchoolCity and accessed by individual teachers and collaborative teams to assess and inform instruction.

Data to Be Gathered By	Purpose	Frequency
Observing lessons teachers deliver and the nature of student participation in classroom activities.	To measure effectiveness of instruction. Data will be used to inform professional development needs.	Daily/Weekly
Classroom Curriculum and Instruction Observations	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices	Weekly
Interviewing students about their courses of study.	Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Semester end
Conducting student case studies/Action research	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met. Teachers collect classroom data and use the results and analysis to plan and drive instruction	Selected students reflecting low and high achievement.
Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects	To ensure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development.
Using Student Portfolios as part of data collection	To measure student progress towards meeting graduation and college-entrance requirements	Annual, June
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

Grading Policy

Grading is based on a common and standardized grading policy. Granada Hills Charter issues student progress reports every six (6) weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet graduation requirements include A-G and are scaled on an A through D scale. Grading rubrics for grades A-D are determined and standardized by teachers in all content areas. Student reports are issued and recorded through our eSchool Plus data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents' and the teachers' role in the improvement plan. Teachers and parents meet together to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

Factors That Influence Academic Achievement

Granada Hills Charter monitors both the process and outcome of its academic programs in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

Factors that Influence Achievement	Measurable Student Outcomes	Measurement Tools
Student Conduct	<ul style="list-style-type: none"> Maintain average daily attendance rate of at least 95 percent Decrease truancy rate annually Decrease suspensions/expulsions annually Decrease mediation referrals 	Teacher and school records
Student Health	<ul style="list-style-type: none"> Practice good personal hygiene Participate regularly in physical education activities Demonstrate healthy physical, mental and social habits and attitudes 	Teacher observation Attendance rate Annual Physical Performance Assessment
Parent Involvement	<ul style="list-style-type: none"> Encourage active participation and performance monitoring of the online access center (HAC) Increase parent attendance at special programs, festivals and forums annually 	School records
Professional Development	<ul style="list-style-type: none"> Encourage 100 percent participation in planning and examination of all school and department instructional practices Maintain 35 late start Tuesdays dedicated to Professional Development Maintain 3 Pupil Free Days 	School records
Teacher Performance	<ul style="list-style-type: none"> Foster knowledge of curriculum Encourage competence in pedagogy 	Student Test Scores

	<ul style="list-style-type: none"> • Promote positive professional attitude • Implement effective teaching strategies • Establish goals and use peer observation and feedback to improve practice 	Annual Administrative Evaluations Peer Observation and Feedback for Support Annual Staff Self-Reflection
Financial Solvency	<ul style="list-style-type: none"> • Maintain annual surplus • Explore grant and funding opportunities 	Annual Audit Forecast/Budgets

Longitudinal Analysis of Progress

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs at Granada Hills Charter.

In addition to analysis of data, the GHC Governing Board receives regular updates from the executive director on the Charter School’s progress toward meeting the academic goals outlined in its charter, achieving full operational compliance with its charter, and operating in a fiscally prudent manner.

ELEMENT 4: GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”
(Ed. Code § 47605(b)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹¹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity

¹¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

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

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not

limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every

Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GRANADA HILLS CHARTER GOVERNING BOARD

The mandate of the Governing Board and stakeholders of Granada Hills Charter is to promote the guiding mission of GHC as articulated in this Charter. In order to do so, the Governing Board is empowered to operate as the decision-making body in regard to school policies. The governing structure is designed to foster participation by all stakeholders, and assure the effectiveness of local school control and accountability. As such, the Governing Board will exist to affirm or reject policy recommendations made by the standing or ad hoc committees established by the Governing Board, and to evaluate the Executive Director.

Duties and Responsibilities

The Governing Board is fully responsible for the operation and fiscal affairs of the Charter School, including but not limited to the following

- Hire, supervise, evaluate, discipline, and dismiss of the Executive Director of the Charter School;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of student performance;
- Involve parents and community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedure when necessary;
- Approve charter amendments as necessary and submit requests for material revision as necessary to the District for consideration;

- Appoint an administrative panel and act as an appeal body on recommended student expulsions;
- Oversight of curricular and extra-curricular programs;
- Graduation requirements;
- School facilities and safety;
- Pupil behavior and performance, including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open-campus and other privileges, participation in extra-curricular activities and discipline proceedings;
- School-Community relations;
- Establish ad hoc hiring committee composed of a variety of stakeholder representatives, depending on the position

The Governing Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Governing Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Governing Board policies. The Governing Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The GHC Governing Board members will complete an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, the Brown Act, the Public Records Act, oversight responsibilities and best practices for board governance. The Governing Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing as outlined in the bylaws.

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

Members of the public may attend Board meetings consistent with open meeting requirements. All Governing Board meetings are open to the public. Meeting agendas will be posted and minutes will be made available as required by law.

Composition of the Governing Board

The Governing Board shall consist of a minimum of seven (7) and no more than nine (9) Members:

- five (5) to seven (7) at large/community members
- one (1) parent/guardian
- one (1) retired GHCHS teacher
- at the option of the District, one (1) representative selected by the District

If the District designates a representative to serve on the Governing Board, the Governing Board may appoint an additional member to ensure an odd number of Board members.

Qualifications

Parent/Guardian Representative

- Must be parent/guardian of a currently enrolled GHC student
- Must have direct familiarity with GHC and its history, and support the Charter School's goals, mission and vision
- Must have expertise in fields that are relevant to education and the Charter School such as law, real estate, fundraising, finance, and business, among others.
- Must not be an employee of GHC

Retired Teacher Representative

- Must have direct familiarity with GHC and its history, and support the Charter School's goals, mission and vision
- Must not be a current employee of GHC
- Must have been employed at GHC

At Large Representatives

- Must not be an employee of GHC
- Must have direct familiarity with GHC and its history, and support the Charter School's goals, mission and vision. (This may include former parents, students, employees)
- Have expertise in fields such as law, governance, fundraising, business etc., that are relevant to education and the Charter School

Persons serving as Board members do not necessarily have to reside within the GHC attendance boundaries. Current parents may be considered for an At Large Member position.

For the Board to take action on a policy or motion, a majority must vote to approve.

Board Member Terms

- Each Board Member shall serve a term of two years
- There are to be no term limits (number of consecutive times a member may be considered for selection for the Board)
- Governing Board terms will commence January 1st and end December 31st.

Selection

Of Retired Teacher, At Large Members, and Parent/Guardian Members:

The Governing Board shall appoint an Ad Hoc committee composed of GHC stakeholders that shall be charged with the following:

- In September-October, solicit nominations of qualified candidates, instruct interested nominees to submit a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of GHC, its history, goals, etc.) by an October-November deadline.
- In October-November, the committee will meet to review candidate's statements, interview candidates if necessary, and make a recommendation to the Board.
- By the December Board meeting, Board Members will select and approve by a majority vote, new or continuing Board members.
- In the event that a seat is unfilled, the Board may appoint a person who qualifies as an At Large Representative to fill the seat until an eligible and qualified candidate can be selected per the aforementioned process.

Chair of the Governing Board

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

The Chair may choose to resign the position of Chair with a letter of resignation, in which case the Governing Board will elect a new Chair for the remainder of that term.

The Chair may be recalled from the position of Chair by a two thirds vote of the Governing Board. In this case, the Governing Board will elect a new Chair for the remainder of that term.

The Chair may select a Vice Chair to act on behalf of the Chair in the absence of the Chair.

Removal of Board Members

Any Board Member, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by a majority vote of the Members of the entire Governing Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act. Any vacancy caused by the removal of a Board designated Board Member shall be filled as provided in the aforementioned "Selection" section. The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

If concerns regarding a parent/guardian, at large or retired teacher member of the Board are expressed to the Board Chair, then it is the responsibility of the Chair to consider the validity of these concerns and decide whether a removal vote is appropriate.

Replacement Procedures

If a Board Member wishes to resign, he or she will submit a letter of resignation to the Chair of the Governing Board. The resignation shall be effective when the notice is given unless the notice specifies a later

time for the resignation to become effective. If a Board Member's resignation is effective at a later time, a successor may be selected by the Board to take office as of the date when the resignation becomes effective until the approved screening and selection process enumerated above has taken place.

Board Meetings

The Governing Board shall meet at least six times per year and in accordance with the Brown Act. Meetings will be held at 10535 Zelzah Avenue, Granada Hills, California ("Zelzah Campus") or 17081 Devonshire Boulevard, Northridge, California ("Devonshire Campus"). The meeting calendar for the Governing Board is prepared by the Board Chair and the Executive Director and approved by the Governing Board by December for the following calendar year. Agendas are posted on the Charter School's website. At least 72 hours before a regular meeting, the Governing Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Special meetings of the Governing Board for any purpose may be called at any time by the Chair of the Governing Board, or a majority of the Governing Board. The party calling a special meeting shall determine the place, date, and time thereof. In accordance with the Brown Act, special meetings of the Governing Board may be held only after twenty-four (24) hours' notice is given to each Board Member and to the public through the posting of an agenda.

The Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing. A majority of the Board Members then in office shall constitute a quorum. All acts or decisions of the Board Members will be by majority vote of the members in attendance, based upon the presence of a quorum. Should there be less than a majority of the Board Members present at any meeting, the meeting shall be adjourned. Board Members may not vote by proxy. The vote or abstention of each Board Member present for each action taken shall be publicly reported.

Members of the Governing Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the Members of the Governing Board shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates.
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Governing Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Governing Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Governing Board directly at each teleconference location; and

- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

School-Level Standing Committees

Granada Hills Charter believes that we best serve our students with a distributive leadership structure. We envision faculty, staff, parents, students, and administrators bringing their concerns and ideas to one or more standing committees through attending and participating in open committee meetings and submitting written proposals to the committees.

All stakeholder groups will have representatives on each committee so that concerns and ideas may also be brought to the attention of the committees through this representation. The standing committees will then work to create policies and programs in the areas of their purview and which do not conflict with provisions of the collective bargaining agreement based on the input they receive from stakeholders.

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

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

In addition to the Governing Board meeting on a regular basis, each standing committee shall meet monthly except during the summer months, and more often as necessary. In addition, a Council of Councils shall be formed, including the chairs of each standing committee and the Executive Director. Council of Councils members will be expected to attend Governing Board meetings, Council of Councils meetings, and their own standing committee meetings to ensure stakeholder communication is considered in decision making.

Amending the Governing Structure

Pursuant to Education Code Section 47607, material revisions of the charter shall be made in accordance with the standards and criteria of Education Code Section 47605. All Governing Board activities will be conducted in accordance with its bylaws, which may subsequently be amended pursuant to the amendment

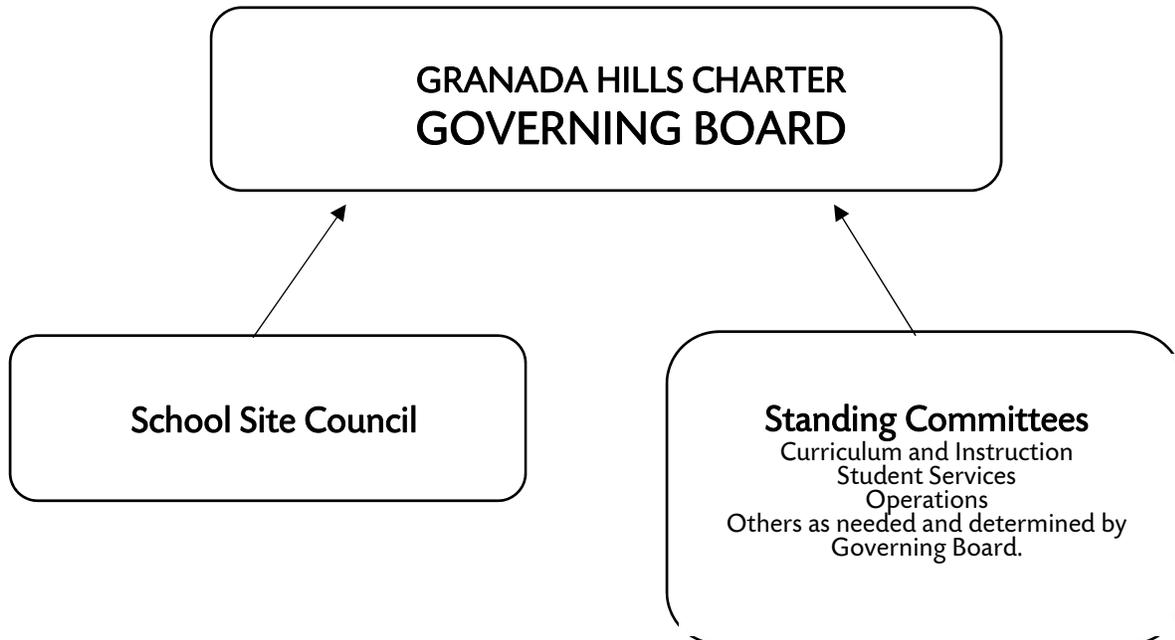
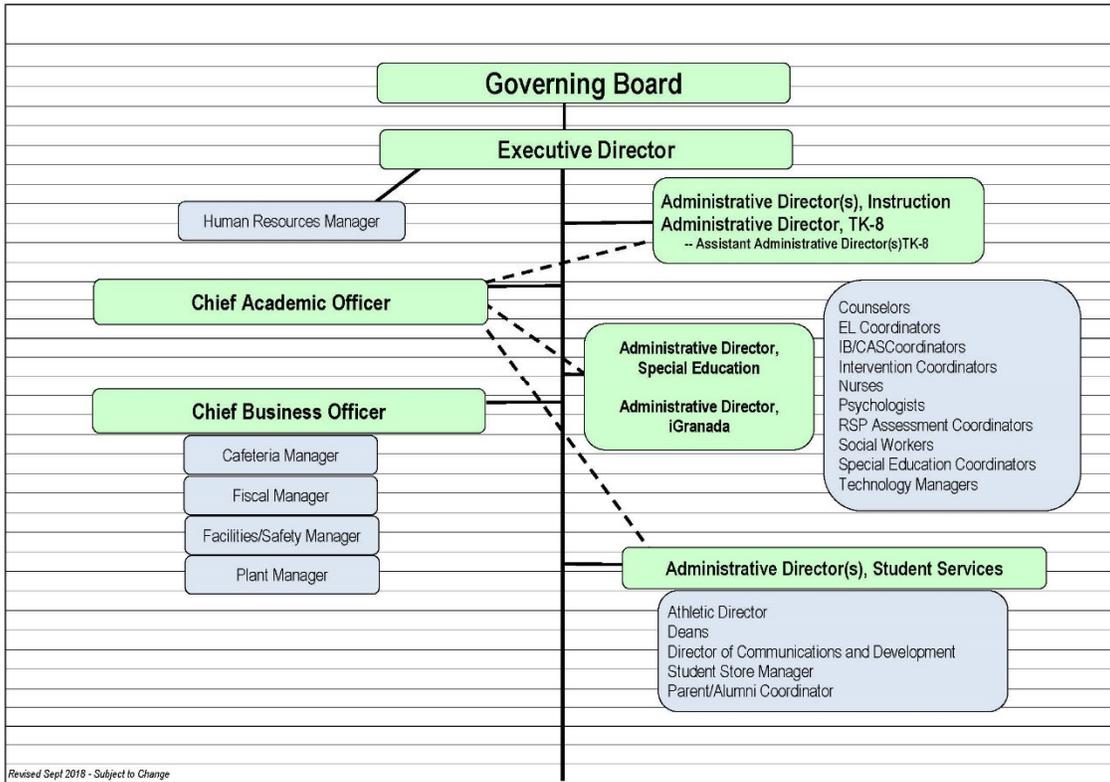
process specified in the bylaws, and with relevant state and federal statutes governing nonprofit public benefit corporations.

Compensation for Board Members and Committee Leadership

Governing Board members shall not be compensated for their work as Board members. Standing Committee chairs and secretaries who are Charter School employees may be compensated for their time and energy in some manner, such as through a differential.

Organizational and administrative duties flow chart on following pages.

Organizational and Administrative Duties Flow Chart



STAKEHOLDER INVOLVEMENT

School Standing Committees

The Governing Board may create one or more standing or ad hoc committees. The standing committees will then work to create policies and programs in the areas of their purview and which do not conflict with provisions of collective bargaining agreements based on the input they receive from stakeholders.

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

Policies should be created in standing committees or Board established ad hoc committees and submitted from those committees to the Governing Board for approval. Policies may include but are not limited to the following: graduation requirements, curriculum, professional development, new construction, use of facilities, budgetary policy, requirements for audits, dress code, attendance policy, special student programs, and student discipline. In non-policy decisions, whenever possible, the Governing Board will seek input from standing or Board established ad hoc committees. In the best interest of members of the charter, the Governing Board will act independently on selected non-policy issues such as confidential personnel issues, pending lawsuits, and campus emergencies.

Standing committee will meet once a month, or more often as necessary. In addition a Council of Councils shall be formed including the chairs of each standing committee and the Executive Director. Council of Councils Members will meet once a month, but more often as necessary, and will be expected to attend Governing Board meetings, Council of Councils meetings, and their own standing committee meetings to ensure school communication in decision making.

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

- **Curriculum and Instruction** - curriculum, instructional delivery, professional development, graduation and technology.
- **Student Services** - school safety, security, attendance, and student needs.
- **Operations** - facility related matters such as new construction, policy on facilities rental, and other plant improvements and policies; scheduling matters such as calendar and bell schedules.

These standing committees are comprised of teachers and other certificated staff members, classified staff, administrators, parents and students who have voting privileges in accordance with committee bylaws. All

members of these committees have the opportunity to participate and contribute to decisions or recommendations made by the committee.

Additional Strategies for Parent Engagement

- GHC hosts multiple meetings throughout the year focused on informing parents on school budget, instructional design, operational and facility improvements, and civic engagement.
- Regular parent eNewsletters containing resources for students and parents, student success stories, and campus-wide updates.
- Daily, weekly and monthly bulletin announcements on upcoming visual and performing arts events, club and sports try-outs, athletic events, and academic resources like tutoring and enrichment schedules.
- Calendar information customized to parents that allows them to add school events to their personal device calendar. Push notifications are sent directly to parents for reminders on parent meetings, parent and student workshops, and academic resources and events like registration, college and career events and fairs, and surveys, college admissions, financial aid, math readiness, GHC entrance, etc.
- Parents can volunteer throughout the year for instructional programs like field trips and are notified through regular emails from the Office of Instruction or the Parent Coordinator.
- New Parent Coordinator organizes opportunities for parents to become involved and informed in the following:
 - School Site Council
 - English Language Advisory Council
 - Parent Teacher Student Association
 - Academic Program parent meetings
 - Bilingual parent workshops on topics like teen social media usage, dealing with stress, and parenting tools.
 - Parent Ambassador meetings for parents to learn about civic engagement and how to advocate for their children. Meetings are conducted in both English and Spanish.
 - Parent informational sessions about resources related to supporting the athletic and activities programs on campus.

Additional Planned Stakeholder Committees

TK-8 Planning and Implementation – curriculum, instructional delivery, assessment, instructional technology, intervention, student affairs and operations of the grades TK-8 program. Additional committees focused on the grades TK-8 program may be proposed and implemented during the term of the charter.

School Site Council (SSC)

The GHC school site council develops, annually reviews, and updates the Single Plan for Student Achievement (SPSA) for programs funded through the Consolidated Application Reporting System. They meet monthly during the school year.

Following the guidelines of *Education Code (EC)* Sections 52855 and 64001, GHC's schoolsite council will develop, annually review and update the Single Plan for Student Achievement. The SSC must recommend the SPSA to the Board for approval.

The GHC SSC aligns with the composition requirements specified in *EC* 52852.

- The SSC is composed of the following:
 - Chief Academic Officer or Administrative Director of Instruction, and
 - Teachers selected by teachers at the Charter School, and
 - Other school personnel selected by other school personnel at the Charter School,
 - Parents of students attending the Charter School and/or community members selected by such parents, and
 - Students selected by students attending the Charter School.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services, and meets several times a year.

1. The ELAC is responsible for advising the staff on programs and services for English learners and the School Site Council on the development of the SPSA.
2. The ELAC assists the school in the development of:
 1. The Charter School's needs assessment.
 2. Ways to make parents aware of the importance of regular school attendance.

Requirements for ELAC elections include the following:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the Charter School's total student population. For example, if 25 percent of the students at GHC are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, Charter School staff, and/or community members.

School-Related Organizations

Granada Hills Charter recognizes the contribution and support that its athletic, extracurricular activities, and educational programs receive from School-related Independent Organizations. School-related Independent Organizations such as Highlanders Booster Club, PTSA, Highlander Band Parent Association, and the Granada Hills Charter High School Education Foundation are not school-sponsored organizations. These School-related Independent Organizations must meet the terms and conditions of the School-related Independent Organizations policy to use the Granada Hills Charter name, mascot, logo, school facilities, or to represent any affiliation with the School. School-related Independent Organizations shall not represent or imply that its activities, contracts, purchases, or financial commitments are made on behalf of or are legally binding upon GHC.

PTSA – Parent-Teacher-Student Association

Parent-teacher-student association (PTSA) is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school. The overall purpose of PTSA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

Stakeholder Involvement in the Local Control and Accountability Plan (LCAP) Development

Stakeholder Engagement and education on the LCAP takes place throughout the school year in a variety of venues - regularly scheduled Leadership meetings, School Site Council, ELAC, PTSA, athletic and academic programs meetings, After Hours Activities and targeted parent workshops address identified parent concerns around health and wellness, opportunities for involvement, academic success and developing new programs. The GHC Governing Board and School committees, including the SSC, schedule meetings throughout the year in order to maintain ongoing consultation with all stakeholders to develop and update the School's LCAP every year. Granada Hills Charter administers an annual LCAP survey to gather stakeholder input relative to current LCAP goals and metrics, as well as to provide an opportunity to voice questions, concerns, or ideas for consideration as the annual LCAP update takes shape. The parent survey is posted and open for online submission between September and October and April and May each school year. Implementing two surveys allows GHC to receive feedback around current year implementations based on results from the fall survey. The wide submission window provides ample time for parents or guardians to access, read, and respond to the survey. The survey is available in both English and Spanish, and families without readily available home access to a computer or Internet connection will be able to complete the survey at Granada Hills Charter. Regular open meetings of the School Site Council and presentations to the Governing Board along with website postings, emails and mobile app notifications provided opportunities for public review and reporting on LCAP progress and completion.

Granada Hills Charter faculty and staff review and respond to the survey in the fall and spring semester each year. Members of the Charter School's Associated Student Body (ASB) leadership class as well as the elected students who serve on the School Site Council work in consultation with administration to gather student input, in particular to ascertain the state of the School's climate and culture. All survey data, both qualitative and quantitative, is collected this data is shared for analysis through the Schools administrative and leadership teams, committees and the Governing Board.

Stakeholder comments and recommendations are documented, and representatives of the leadership and administrative teams engage in a thorough analysis of all stakeholder feedback while drafting the LCAP annual update and any significant changes to existing LCAP goals, metrics, or actions/services. The draft LCAP annual update is developed by and presented to the SSC for review and recommendation for approval before it is submitted to the governing board for final review and recommendation to accept the LCAP for submission.

Community Outreach

Granada Hills Charter employs a full-time Director of Communications and Development who will be

responsible for communicating the School's mission and brand to the community and stakeholders, as well as reaching out to the community for partnership opportunities.

GHC also employs a full-time Parent and Alumni Coordinator who serves as a liaison between the school and stakeholders including parents, alumni and community and will develop engagement strategies to advance the mission of Granada Hills Charter High School. The Parent and Alumni Coordinator will also coordinate and implement parent, alumni and community events and programs to support the development and advocacy initiatives of the school.

Granada Hills Charter provides outreach to all segments of the community through various events and avenues such as:

- School led tours
- Articulation evenings for all families of incoming and other interested students
- Participation at various traditional public, charter public and parochial school information meetings
- All Day Annual HighlanderFest and College/Career Fair attended by students and families throughout the San Fernando Valley
- Host site for various neighborhood and community groups and events such as Granada Hills Holiday Parade, Citrus Collection, Neighborhood Council meetings, and Community Associations. These are on-going throughout the year.
- Active communication with families in multiple languages through monthly newsletter, daily and weekly emails, Parent-Connect for real-time attendance and grades, school brochures, a vibrant website, and various social media
- Advertisements and articles in local and city-wide media including print, cable TV, and internet
- Social Media (Facebook, Instagram, etc.)
- Posting on School's Marquee

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.”
(Ed. Code § 47605(b)(5)(E).)

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

Code of Ethics

The GHC Code of Ethics applies to all staff members, full or part time. All employees are required to review the Code of Ethics as well as the entire Staff Handbook and acknowledge receipt at the time of hire and every year thereafter.

Employee and Student Relations

Granada Hills Charter employees are entrusted with the physical and mental well-being of every student. Therefore, employees shall treat students with respect and care and be aware of their proper roles as public servants, role models and contributors to student development. Employees shall not exploit, harass or

discriminate against any student or require students to perform work or services that could be detrimental to their health.

Actions and Conduct of GHC Employees

GHC employees shall not only be aware that public service is a public trust, but also conduct themselves, both inside and outside the school's service, in a manner that deserves the respect of students, parents and the communities that GHC serves.

Acceptance and Offering of Gifts, Favors and Gratuities

GHC employees shall not accept any gifts, money or favors which might reasonably be interpreted as an attempt to influence their actions with respect to GHC business. It will be presumed that a gift or gifts valued in excess of \$100 during a calendar year from any single person or organization (exclusive of gift exchanges based on personal relationships outside of GHC) constitute and attempt to influence official GHC business. GHC employees shall not offer gifts, money or favors which might be interpreted as an attempt to influence the official actions of another employee or service provider with respect to GHC business.

Use of Confidential Information

GHC employees shall not disclose confidential information acquired by them in the course of their employment with GHC, or use such information for speculation or personal gain.

Use of Facilities, Equipment and Employment Status

GHC employees shall not use GHC facilities, equipment or supplies for other than GHC authorized purposes. GHC employees shall not use or attempt to use their position to secure unwarranted privileges for themselves or others.

Outside Employment

GHC employees shall not use their authority over a particular matter to negotiate future employment with any person or organization. GHC employees shall not make or influence a GHC decision involving the interests of a person with whom they have an agreement concerning current or future employment or remuneration of any kind. For one year after leaving the GHC service, former GHC employees may not represent any person or organization for compensation other than GHC in connection with any matter pending before GHC that, as GHC employees, they participated in personally and substantially. Nothing in this paragraph shall be taken to limit in any manner the outside employment of employees where the interests of GHC are protected.

Conduct with Respect to Performance on the Job

GHC employees are responsible for, and accountable for, the performance of the specific assignments they are employed to perform. GHC employees shall not conduct personal business or outside employment activities during their assigned GHC work hours.

Commitment - GHC employees are expected to uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all

other applicable government entities, and the policies, procedures, rules and regulations of the Governing Board of the Granada Hills Charter High School.

Fairness

GHC employees are expected to conduct themselves in the course of their employment by word, gesture, act and demeanor to ensure that all others are given fair and just consideration, regard and treatment. Understanding that, GHC employees are encouraged to, and should, report unethical or fraudulent practices. GHC employees shall not be subject to retaliation for doing so.

GHC Records

GHC employees shall not create, in any manner, false, misleading or artificial documents or entries in GHC accounts, time reporting records or other manual or electronic records. Records and related documents must be maintained in accordance with relevant laws (e.g., California Public Records Act) and regulations.

QUALIFICATIONS, SELECTION, DUTIES AND EVALUATION OF STAFF

Staff Selection and Recruitment

Granada Hills Charter will utilize numerous strategies for rigorous recruitment. In addition to active postings and advertising with local media and education job organizations like EdJoin, Teach for America Alumni, New Teacher Center and CalJOBS, GHC will continue to work closely with local university partners such as California State University Northridge (“CSUN”) and Pepperdine, as well as participate in local, regional and statewide job fairs. All job postings can be found on the GHC website.

Ad-hoc interview committees that may include parents, community members, and employees will be formed to review teacher and staff applications and conduct interviews. Applicants will electronically submit applications along with descriptions detailing the applicant’s work history, credentials, educational philosophy, etc. Initially, the applications will be screened by the committee, and interviews with potential candidates will then take place. In advance of interviews, applicants will be provided with a packet of information which would include copies of all relevant Charter School documents containing the Charter School’s guiding principles/mission statement, along with any description of GHC’s program. Part of the application and subsequent interview process will require applicants to comment on and respond to questions directly related to the mission of GHC and specifically how the teacher/staff position will achieve the Charter School’s goals. As is the practice at GHC, following an interview, select teacher candidates will be asked to demonstrate a teaching lesson in a classroom setting. Applicants will then be ranked by the committee with a recommendation to hire made to the Executive Director. In turn, after verifying professional references and other qualification requirements, the Executive Director will make an employment offer to the top candidate(s). The final decision to offer employment rests with the Executive Director.

Employee Qualifications

In addition to meeting the health and safety clearances (including but not limited to adequate background checks) described below under Element 6 “Health and Safety,” employees shall meet the following qualifications:

Administrative Team

Administrators at GHC should possess leadership abilities, a comprehensive educational vision that is consistent with the Charter School's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business and legal experience. Qualifications specific to key categories of employees are enumerated below.

Teachers

Granada Hills Charter will hire the most qualified teachers available and will adhere to the provision enumerated in Education Code Section 47605(l): Teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

A teacher must possess the following:

- A bachelor's degree;
- A California teaching credential; (e.g. multiple subject and single subject depending on grade level and expertise needed: and
- Demonstrated core academic subject matter competence

The most important additional qualifications for teachers who desire a position at GHC are:

- Critical constructive thinking;
- Expertise in at least one subject with a preference for two or more fields of expertise; ((For those teachers who work in the TK-8 program under a multiple subject credential, we still will be seeking teachers with an expertise in one or more content areas);
- Effective communication skills;
- Ability to work cooperatively and collaboratively with the school community;
- Demonstrable effectiveness in teaching;
- Productive use of technology;
- A willingness to take responsibility and exercise leadership for the school as a whole;
- Evidence of education experience after college, if applicable (e.g. fellowships, graduate work, etc.);
- Evidence of successful classroom teaching experience, if applicable; and
- Positive references from the most recent places of employment, college or graduate school.

Credentials will be maintained on site and monitored on an ongoing basis by the Executive Director. A database will be maintained by the Human Resources Department. Monthly reports will be generated to check for credential expiration status and reminder notifications will be sent to individuals one month prior to credential expiration date. The Human Resources Department will print hard copies of credentials from the California Commission on Teacher Credentialing website and keep in file on site.

GHC Proposed Staffing

Certificated	FTE Total
Executive Director	1.0
Chief Academic Officer	1.0
Administrative Directors	12.0
Teachers (including special ed teachers)	257.5
Psychologists	3.0
Social Worker	2.0
Nurses	3.0
Guidance Counselors	16.0
College and Career Counselors	3.5
504/Transition Counselors	2.0
Deans	6.0
Librarians	2.0
Special Education Coordinators	3.0
English Learner Coordinator	1.0
Intervention Coordinator	1.0
Testing and Data Coordinator	1.0
IB Program Coordinators	3.0
Total FTE	318.0

Classified	FTE Total
Chief Business Officer	1.0
Human Resources Manager	1.0
Instructional Technology Manager	1.0
Network Technology Manager	1.0
Fiscal Manager	1.0
Facilities and Safety Manager	1.0
Plant Manager	1.0
Cafeteria Manager	1.0
Student Store Manager	1.0
Athletic Director	1.0
After School Program Coordinator	1.0
Community Action Service Coordinator	1.0
Director of Communications/Development	1.0
Parent/Alumni Coordinator	1.0
Clerical/Tech/Office Staff	37.0
iGranada Program Advisors	14.0
Instructional Assistants	41.6
Special Education Instructional Assistants/Interpreters	19.0
Building and Grounds Workers	24.0
Cafeteria Workers	28.3
Campus Security Aides	19.8
Total FTE	197.6

ADMINISTRATOR AND MANAGER JOB DESCRIPTIONS

EXECUTIVE DIRECTOR – Contracted and evaluated by the Governing Board, the GHC Executive Director advises the Board and makes written recommendations to the Board on programs, policies, budget and other school matters.

Duties and Responsibilities

- Attends Board meetings, committee, and any other meetings relevant to directing the Charter School.
- Prepares (after consultation with the Board Chair) agendas for all Board meetings.
- Provides reports to the Board on progress, programs, and problems of Charter School operations.
- Interprets needs of the Charter School to the Board and policies of the Board to the Charter School and community.
- Implements policy and philosophical directions established by the Board.
- Develops and implements short and long-range planning.
- Communicates information regarding all potential litigation and political or operational challenges facing the Charter School to the Board.
- Assists the Board with maintaining non-profit corporation paperwork and responsibilities.
- Serves as liaison between the Charter School and sponsoring District and developing strong positive relationships with District staff which includes timely communication.
- Ensures timely submission of reports to the District and state officials.
- Develops and implements successful recruitment and enrollment plan.
- Informs and enlists the support and understanding of the public and marketing of school programs.
- Responds to complaints and concerns of parents and other community members in a timely and effective manner and in accordance with Board policy.
- Responds to media requests for information.
- Interprets educational programs and their results to the community.
- Oversees all aspects of admission inquiries.
- Ensures timely assignment of new teachers to students.
- Creates periodic information updates, as needed.
- Maintains relationships beneficial to the School with local and state public leaders, including those in the forefront of the charter school movement.
- Oversees acquisition, safety and use of the school site and related facilities.
- Secures renewal of the charter in a timely manner.
- Develops, implements and enforces school policies.
- Supervises the student discipline system and parent/student conferences.
- Oversees all legal issues related to operations of the Charter School.
- Develops and monitors the School budget.
- Enters into and terminates contracts on behalf of the Charter School per Board policy guidelines.
- Creates a school calendar for Board approval.
- Confers with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems.

- Plans, organizes, and implements a program for the supervision and control of all pupils.
- Determines instructional staffing needs and appointment of instructional staff as necessary.
- Hires, assigns, promotes and disciplines certificated and classified staff; delegates and defines duties of certificated and classified staff.
- Identifies, provides, assigns, and coordinates in-service professional growth opportunities for certificated school personnel.
- Responds to complaints and concerns of staff in a timely and effective manner and in accordance with Board policy.
- Negotiates with the applicable certificated and/or classified employee exclusive representative on behalf of the Board and in accordance with Board directives.
- Ensures all documents, student files, policies, and procedures are maintained in full compliance with applicable laws and regulations.
- Implements all Board policies regarding the educational program.
- Implements school policies on suspension and expulsion.
- Provides leadership to the instructional program, including the development of curricular experiments, pilot programs, and innovative instruction.
- Develops student interventions and school improvement plan.
- Responsible for visiting classrooms, conferring with teachers, providing leadership in curriculum improvement, and assisting in the selection and use of instructional materials.
- Identifies, monitors and ensures support is provided for all student populations, including special education and low performing students.
- Interprets student assessment data to develop specific intervention and support mechanisms for low performing students throughout the year.
- Develops instructional and curricular strategies to support students' needs.
- Plans for the most effective use of materials, supplies, equipment, facilities, and grounds.
- Directs the implementation of the school curriculum.
- Evaluates instructional techniques.
- Supervises the school's special services program(s), including special education.
- Remains knowledgeable about current educational trends as well as charter specific laws and regulations and changes to legislation.
- Develops master schedule with teachers.
- Develops and implements academic and all other on-site programs.
- Provides instructional resources and curricular assistance for classroom and non-classroom-based instruction.
- Researches, identifies, and models best educational practices in the classroom and the blended learning program.
- Encourages the integration of technology in daily instruction.
- Monitors effectiveness of classroom and independent instruction, curriculum, management, environment, and interventions.

Knowledge of

- Comprehensive organization, activities, goals and objectives of a California public charter school.
- Sections of the Education Code and other laws/regulations relevant to charter school operations.

- State and local curriculum requirements.
- Charter School Board policies, procedures, and regulations.
- Principles and practices of administration, supervision, and training.
- Interpersonal skills using tact, patience and courtesy.

Qualifications

- Master's degree or equivalent
- Five years or more of public teaching experience
- Seven years or more of administrative experience, preferably serving in charter schools and traditional public schools
- Current California Administrative Services credential
- Bilingual (preferred)

CHIEF ACADEMIC OFFICER (CAO) - Responsible for supporting and driving educational performance at the School. The CAO serves as the instructional leader and carries and communicates the academic vision for the organization. The CAO oversees curriculum, instruction, assessment, and professional development. Reports to the Executive Director.

Duties and Responsibilities

- Provides day-to-day leadership and management that will lead GHC to accomplishing its mission and vision
- Advises the Executive Director on educational and administrative issues.
- Supports the entire GHC administrative team on educational issues.
- Develops and distributes instructional programs to improve instruction.
- Develops and implements school policies and programs as related to educational services and instruction.
- Creates and maintains instructional evaluation processes to quantify instructional staff performance; provide executive direction for measured improvement of instructional practices, student achievement and teacher leadership.
- Provides strategic planning and leadership in the verification and validation of instructional program and practices.
- Creates cross-content and cross-grade communication and integration systems to improve educational services, instructional and academic programs, and organizational accountability for improved student achievement.
- Creates and implements processes for the continuous improvement of instructional leadership in academic and educational instruction.
- Prepares and delivers presentations on instructional academic accountability and progress to the Governing Board.
- Provides guidance for the professional development of instruction for certificated personnel.
- Represents GHC and the Executive Director as a liaison between the school and outside agencies.
- Directs and evaluates the performance of instructional support staff.
- Performs other duties as assigned.

Qualifications

- Master's Degree or above in educational leadership, instruction, or a related field.
- California Administrative Services Credential.
- Current Valid Teaching credential.
- At least ten years of successful full-time public school service in a certificated position, no fewer than five years of which must have been in a management position and no fewer than five years as a full-time classroom teacher.
- Leadership experience in implementing and directing a variety of large scale instructional programs and operations in a large urban public school system, charter or traditional.
- Knowledge of academic accountability systems and services.
- Ability to develop and administer policies, procedures, and standards for instructional services.
- Knowledge of instructional planning, delivery and evaluation.
- Ability and integrity in dealing with confidential matters.
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic and disability groups.
- A track record of leading, motivating and developing high performance teams in diverse functions while contributing as an integral member of an executive staff.
- Knowledge of public school reform policies in the United States, California and Los Angeles including professional relationships with a network of reform leaders.
- The executive presence to inspire confidence and passion in both internal and external audiences.
- Strong analytical and critical thinking skills.
- Excellent interpersonal and communication skills (written and oral).
- Ability to quickly build strong interpersonal relationships.

CHIEF BUSINESS OFFICER (CBO) - Under the direction of the Executive Director, the Chief Business Officer will work on the school site to supervise business, operational, and financial school affairs. The CBO oversees budget and accounting, facilities management, maintenance and operations, food services, transportation, and payroll and personnel.

Duties and Responsibilities:

- Performs the initial infrastructure set-up of fiscal controls and procedures, and on an on-going basis supervises purchasing, accounting/finance, funding, and compliance with federal and state programs.
- Serves as a liaison between the School and various local, state and federal government agencies such as LACOE, EDD, IRS, CDE, and LAUSD.
- Prepares and monitors annual budget including estimated revenues and expenditures.
- Prepare and deliver presentations on the School's financial health to the Governing Board.
- Certifies and processes transactions (fund control, disbursements, receivables, loans, and receipts), establishing financial management systems, preparing financial statements, and ensuring compliance with financial management laws and regulations.
- Oversees the process of salary payments for all school employees and performing other duties related to payroll.

- Coordinates and implements the various employee benefits programs offered by the schools such as retirement and health benefit administration.
- Supervises the collection, compilation, and preparation of attendance and enrollment information submitted to sponsoring LEAs and other interested agencies. Authorizes the submission of all categorical funding applications, compliance, and fiscal reports on behalf of the school to the appropriate government agency.
- Organizes, administers, and supervises support services (maintenance and operations, transportation, food services, payroll, purchasing, classified personnel)
- Oversees risk management, including legal and environmental issues.
- Serves as the investment manager.
- Directs and evaluates the performance of fiscal, business and operational support staff.
- Performs other duties as assigned.

Qualifications

- CPA or MBA or managerial experience in a school district or charter school with concentration in accounting, finance, business administration or related field.
- Knowledge of budgetary, accounting, and fiscal procedures, policies and methods of public schools, public finance administration, and business and school law.
- Demonstrated ability to formulate plans and policies and analyze and make sound recommendations on complex problems.
- Demonstrated ability to plan, organize, and direct staff and initiate and maintain effective and cooperative relationships with stakeholders.
- Demonstrated organizational, communication and interpersonal skills.
- Skills in PC type desktop computer with various software programs including Microsoft Office.
- Interest and commitment to education reform.

ADMINISTRATIVE DIRECTOR/ASSISTANT ADMINISTRATIVE DIRECTOR - Should possess leadership abilities, a comprehensive educational vision that is consistent with the school's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business and legal experience.

Duties and Responsibilities

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and ensures that instructional programs and courses are implemented consistent with the State standards.
- Organizes and coordinates professional development activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.

- Keeps informed and up to date regarding new developments in curriculum, instruction and administration.
- May supervise maintenance staff to ensure a clean and well maintained campus and encourage energy conservation measures.
- Maintains professional standards and a school environment that is productive, safe and focused.
- Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- Maintain an up-to-date system of student attendance and discipline.
- Submit all reports required by the State, authorizer or other regulatory agency.
- Evaluate the general condition and needs of the physical plant.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current applicable law.
- Carry out and supervise disciplinary consequences for students who violate student code of conduct.
- Assume responsibility for security and pupil safety within the school campus. Develop procedures designed to protect and enhance safety of students and staff and to promote the security of property and equipment.
- Coordinate the school's extra-curricular activities.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Maintains work hours extending beyond the school day for other professional duties or functions.

The GHC team of Administrative Directors/Assistant Administrative Directors supervise the following

- Attendance and Enrollment
- Academic Programs (including iGranada)
- Discipline
- Counseling Services
- School Safety
- Assessment
- Student Academic Intervention
- Special Education
- Athletics
- Instruction
- Professional Development
- Student Activities
- Grades TK-8 program

Qualifications

- Master's Degree in educational leadership, public administration or related field
- California Administrative Services Credential
- Current Valid Teaching Credential
- Minimum of five years teaching experience (at least 2 years at a elementary/middle/senior high school, grades TK-12. At least one year of verifiable experience must have been in a non-classroom leadership position such as coordinator, instructional coach, dean, etc.)

HUMAN RESOURCES MANAGER - Ensures conformance with federal and State employment related laws, GHC Staff Handbook policies and collective bargaining agreements.

Duties and Responsibilities

- Employee Processing
 - Administers assignment transactions and record keeping functions for all employees.
 - Oversees new employee processing and verifies employee clearance prior to start of work.
 - Posts and monitors all job openings. Reviews applications and resumes verifying entrance qualifications.
 - Participates in and prepares appropriate questions for classified interviews.
 - Manages salary allocation files for certificated employees including initial rating-in and processing salary point credit applications.
 - Prepares employee contracts and employment agreements.
 - Analyzes and/or participates in the resolution of complex, unusual, urgent, or especially sensitive assignment transactions such as employee arrests, discipline issues and terminations. Consults with School attorneys as needed.
- Employee Management
 - Reviews and approves documents related to illness, injury, military, and pregnancy disability leave to ensure that federal and State employment related laws related to leaves are followed. Contacts medical practitioners, workers compensation insurance adjusters and others for information; monitors extensions of leaves and returns to duty.
 - Reviews all documents related to unemployment insurance claims and represents the School in any administrative hearings.
 - Performs a variety of staff duties, including analyzing and recommending changes in policies, procedures and communications.
 - Conducts personnel training sessions for subordinate staff on laws, policies, and procedures that affect the processing of employees and payroll. Ensures employee database and files are maintained accurately.
 - Selects office staff/clerical employees, establishes office procedures, reviews workload, schedules, production, and evaluates job performance.
- Payroll
 - Assigns jobs to all employees in payroll system, reflecting correct salary rate and retirement plan coding
 - Oversees illness and vacation allocation

- Supervises staff serving as timekeepers for all employees
- Manages and inputs differentials paid on semester basis
- Reviews all payroll entries and submits for CBO approval
- Reports all STRS and PERS information monthly to LACOE
- Health Benefits
 - Works with the Chief Business Officer on Health Benefits Administration including meeting with broker and reviewing annual options.
 - Communicates all benefits related information to staff and serves as the School's Wellness Program Coordinator.
- Credentials
 - Confirms all certificated employee credential status; assist new employees with applying for credentials and permits as needed interacting with the Los Angeles County Office of Education Certification Section.
 - Serves as liaison for Induction program regarding teacher credential status.
 - Provides assistance and guidance to the administrative staff relative to employee matters.
- Performs related duties as assigned.

Qualifications

Knowledge of

- Education Code provisions as they relate to Charter school employees
- Federal and State employment related laws
- Concepts of employee discipline, supervision and training
- Basic principles and procedures of data processing and payroll systems

Ability to

- Supervise, train, and evaluate the work performance of clerical employees
- Plan, organize and coordinate complex activities
- Formulate and express ideas clearly and effectively both orally and in writing
- Exercise tact and judgment
- Establish and maintain rapport with School personnel

Essential Skills Needed

- Organization
- Multitasking
- Discretion and Business Ethics
- Dual Focus – Management and Employees
- Trustworthiness
- Fairness
- Dedication to Continuous Improvement

Education

- Graduation from a recognized college or university with a bachelor's degree. Additional qualifying experience may be substituted for up to two years of the required education on a year-for-year basis.

Experience

- Three years of experience in professional personnel work that included the development or application of personnel, rules, policies and procedures.

INSTRUCTIONAL TECHNOLOGY MANAGER - Supervises, participates in, and is responsible for the operation of the Instructional Technology Department providing daily planning, organization, management, and support of technology used in teaching and learning. This position reports to the Administrative Director overseeing technology. The Instructional Technology Manager is an exempt classified position.

Duties and Responsibilities

- Oversees the day-to-day operation of all instructional technology
- Plans, develops, and designs the implementation of instructional technology including computer labs, classroom audio, video, computers, and all other instructional technology used by teachers
- Manages all GHC Google accounts
- Oversees the training and support to students in the use of all GHC devices, software, and applications, including the student Chromebook Support Center
- Oversees the management of school owned instructional resources, including the distribution, tracking and collection of resources at the start and end of the school year and as needed throughout the year
- Manages support and provides troubleshooting and repair to student and teacher computers
- Builds and maintains relationships with hardware/software vendors and manages the purchasing, deployment, installation and support of software, hardware, and applications used in instruction and learning
- Collaborates with teachers to incorporate technology into classroom instruction, including identifying and/or providing training, coaching and professional development
- Provides and evaluates data from devices, software, and applications being used for instruction to measure program effectiveness
- Coordinates with Enterprise Technology team to ensure network security, device and resource compatibility, and integrity of the school network in compliance with CIPA
- Supervises student assistants working with the instructional technology team, including serving as the instructor of record for students seeking technology related certification
- Collaborates with teachers, administration, and Enterprise Technology team to develop the short and long term instructional technology plan
- Accomplishes financial objectives by forecasting requirements, preparing an annual budget, and scheduling expenditures

- Provides advice and guidance to administrative team relative to instructional technology
- Perform related duties as assigned

Qualifications

- Knowledge of Google Apps for Education, Chrome, Macintosh and Windows environments, Microsoft Office, and other technologies used in classroom instruction
- Google Admin Certification required; certification as Google Certified Educator preferred
- Certification in data forensics required; qualification as Certified Ethical Hacker preferred
- Extensive knowledge of educational software and applications
- Training and experience in computer network administration, especially in educational environments
- Knowledge of state-of-the-art technical innovations in computer equipment and a strong interest in keeping current in the field
- Project management, including the development of budgets and timelines
- Ability to analyze and diagnose hardware and software malfunctions
- Excellent attendance and punctuality
- Ability to work collaboratively with a team of professionals with a shared educational philosophy
- Commitment to improving student achievement using instructional technology

Ability to

- Supervise, train, and evaluate the work performance of employees
- Work effectively with school personnel, students, parents, and community groups
- Communicate effectively orally and in writing
- Complete all tasks in a timely manner
- Plan and direct complex technology projects

Education

- Graduation from an accredited college or university, preferably with a major in computer science or equivalent.

Experience

- Five years of management or supervisory experience in the information technology or related field. Three years of hands on technology integration experience in a medium to large school/district or private sector environment. Experience at a school site is preferable.

NETWORK TECHNOLOGY MANAGER - Supervises, participates in, and is responsible for the operation of the Enterprise Technology Department providing daily planning, organization, management, and support of the GHC network and technology used by office and support staff. This position reports to the Administrative Director overseeing technology. The Network Manager is an exempt classified position.

Duties and Responsibilities

- Oversees the day-to-day operations of all aspects of Enterprise Technology, including the administration and maintenance of the GHC network infrastructure, wireless network, and all computers, peripherals, and devices used by GHC office and support staff
- Oversees email, phone, and cafeteria systems, including account management, system maintenance, and upgrades necessary to ensure system reliability and stability
- Oversees troubleshooting, system backups, archiving, disaster recovery and provides expert support when necessary
- Manages the installation and maintenance of local area network hardware/software
- Plans, develops, and manages data and network systems including LAN/WAN design, network security, print servers, and other peripherals
- Prepares, maintains, and tests disaster recovery and system backup plans
- Performs routine preventive maintenance on hardware and software to guarantee reliability and security
- Develops, reviews, and monitors standards for new and ongoing technology projects, including compliance with CIPA, PCI and other relevant industry standards
- Implements network, server, and other network security strategies
- Assesses current systems efficiencies and coordinates data conversions and roll-outs of new enterprise systems
- Develops and prioritizes information system strategies for all programs providing data to school management systems
- Builds and maintains vendor relationships and manages the purchasing and/or development of all applications, software, hardware, and other enterprise technology related products/supplies
- Oversees the asset management of all enterprise technology equipment
- Accomplishes financial objectives by forecasting requirements, preparing an annual budget, scheduling expenditures
- Participates in the E-Rate filing and vendor selection process
- Collaborates with teachers, administration, and Instructional Technology team to develop the short and long term instructional technology plan
- Performs related duties as assigned

Qualifications

- Project management, including the development of budgets and timelines
- Systems technology, application design and systems architecture
- Technical knowledge of computer systems, technical networks, information systems, LAN/WAN and technical standards
- Certification in data forensics required; qualification as Certified Ethical Hacker preferred
- Understanding of Enterprise Wireless, SAN, Virtualization, RDS and Backup Solutions
- State and Federal reporting procedures

Ability to

- Supervise, train, and evaluate the work performance of employees
- Work effectively with school personnel, students, parents, and community groups

- Communicate effectively orally and in writing
- Complete all tasks in a timely manner
- Plan and direct complex technology projects

Education

- Graduation from an accredited college or university, preferably with a major in computer science or equivalent

Experience

- Five years of management or supervisory experience in information technology or related field. Three years of hands on System/Network Engineering experience in a medium to large school/district or private sector environment. Experience at a school site is preferable.

FACILITIES AND SAFETY MANAGER - Assists in developing and administering programs related to safety, special events, leasing, and facility usage at GHC. Coordinates daily planning, organization and management of resources needed for the successful outcome of those events and school operations.

Duties and Responsibilities

- Develops and implements a school-wide emergency response and evacuation plan, serves as liaison to local police, fire, and other first response agencies.
- Assists in developing effective school safety and accident prevention programs
- Oversees the day-to-day operations of the school security staff, including hiring, training, & scheduling of security and supervision for school activities and events, daily deployments for staff during critical times.
- Manages the installation training and maintenance of Event Management Database System Technology
- Maintains school computerized work order system coordinating training and system optimization opportunities
- Coordinates the setup for special events, such as pep rallies, assemblies, Career Day, Open House, Back to School Night, Homecoming, & athletic events
- Directs operations and logistics for Graduation Ceremony
- Participates in supervision during, lunch and dismissal
- Plans, develops and manages closed circuit television system.
- Supervise all Fire Life Safety Systems on campus including Fire Alarms, Burglar Alarms, Outside Security contract
- Responsible for schools two way radio communication system, including inventory, repair, system upgrades and maintenance
- Maintains and trains staff on school bell system & wireless clock system
- On-call support to address campus emergencies and security concerns
- Works with other school staff to ensure that annual safety inspections have been conducted and completed

- Develops and implements preventative maintenance plan for school's performing arts equipment and facilities, including lighting, sound, & rigging systems.
- Responsible for coordinating the master calendar of events particularly as it relates to the use of performing arts space on campus.
- Schedules and provides Audio Visual Support for campus events
- Development of relationships with the community for outside leasing of GHC facilities
- Prepare and Execute contracts for leasing the facilities.
- Provide accurate billing statements and invoices to outside clients in order to collect payment on leases.
- Administers computer based school cyber key system, including issue and control of keys, installation and repair of locks to school facilities.
- Liaison with administration to develop strategic plans for school safety and event planning

Qualifications

- Exceptional organizational skills, attention to detail and follow through
- Strong analytical and problem solving skills
- Project management abilities
- Proven ability to see the "big picture" while attending to detail
- Understanding of Local, State and Federal fire, life, safety regulations
- Knowledge of school emergency response and crisis management techniques
- Certification in FEMA NIMS/SEMS & ICS related to schools
- CPR, First Aid, AED certification (preferred)

Ability to

- Supervise, train, and evaluate the work performance of security and events staff
- Work effectively with school personnel, students, parents, and community groups
- Communicate effectively orally and in writing
- Complete all tasks in a timely manner
- Plan and direct complex projects
- Read and interpret building plans
- Plan and supervise renovations, remodeling or major repair of school facilities
- Prepare estimates of the material and labor for projects, obtain quotes from contractors

Education

- Graduation from high school or evidence of equivalent educational proficiency and evidence of successful completion of adult school, college-level, or equivalent courses in supervision.

Experience

- Five years of management or supervisory experience and/or formalized training that demonstrates an understanding and expertise in the areas appropriate to the conduct of school business.

PLANT MANAGER - Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of the school.

Duties and Responsibilities

- Supervises and participates in custodial and maintenance work in cleaning rooms, toilets, halls, walks, stairways, shops, gymnasiums, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting.
- Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces.
- Analyzes custodial and maintenance needs and recommends priorities for the custodial program.
- Prepares, adjusts, and assigns work schedules for regular and special cleaning and the recycling program, including school-vacation cleanups; and assures that facilities are unlocked and secured as necessary.
- Assigns special custodial duties for various educational, social, and civic activities, and to meet emergencies; and arranges for proper equipment, heating, ventilating, and lighting.
- Operates and supervises the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, artificial turf sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaners, lawn mowers, edgers, weed eaters, and related gardening equipment; and supervises the use of such equipment and other operations equipment.
- Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates corrective action, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
- Maintains inspection records, reports needs for repairs to the site administrator or to the appropriate maintenance office, and may make minor repairs.
- Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters.
- Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks.
- Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and animal regulation.
- Orders, receives, checks, and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.
- Supervises the removal of weeds and debris from paved and unplanted areas.
- Supervises and participates in moving audio-visual and other equipment within the school.
- Maintains records of shutoff valves and utility cutoffs, including fire sprinkler systems; checks and operates fire extinguishers.
- Reviews and submits custodial time reports.

Qualifications

Knowledge of

- Principles, materials, and methods of custodial work

- Various types of surfaces and coverings and the appropriate cleaning, polishing, and protective agents
- Safe and efficient operation of low-pressure and other heating equipment, ventilating and air conditioning systems, and other building equipment
- Electrical systems in building and grounds operation
- Fire and safety ordinances and regulations affecting school buildings
- Procedures for the maintenance of records; and the report, storage, and disbursement of materials
- Pollution control regulations
- Methods and materials used in minor maintenance of buildings and equipment
- Principles of supervision and obligations of supervisors under the provisions of the labor agreement applicable to subordinates
- Basic personnel and payroll rules and procedures
- Basic computer skills
- Flag courtesy and care

Ability to

- Recognize maintenance needs and initiate appropriate action
- Supervise, train, and evaluate custodial personnel
- Use facility/activity calendar system to plan maintenance and custodial duties and schedules
- Maintain records and prepare concise reports
- Use and care for operations equipment
- Make minor repairs to facilities and equipment
- Work harmoniously with school personnel and the public

Special Physical Requirements

- Safely lift and move heavy supplies and equipment
- Stand and walk for long periods of time

Education

- Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by additional courses in personnel management, supervision, steam engineering, and related subjects.
- Verification of successful completion of Maintenance and Operations authorized courses in Custodial Training, Heating and Ventilation, Supervision, and Scheduling Practices preferred.

Experience

At least seven years of experience in janitorial, custodial, or building maintenance work, including three years in a managerial position that required personnel supervision.

CAFETERIA MANAGER – Supervises, participates in, and is responsible for the operation of the School cafeteria providing breakfast, nutrition, and lunch and featuring a wide selection of regular entrees, sandwich and salad meals, and a la carte meal service for students and employees.

Duties and Responsibilities

- Supervises and participates in the preparation, cooking, and serving of food for students and faculty.
- Maintains food quality standards, including appearance and taste.
- Plans menus and follows standardized recipes and approved price and portion schedules.
- Supervises food service personnel by setting up work schedules, assigning and directing work, evaluating work performance, counseling, recommending disciplinary action, and participating in on-the-job training of cafeteria personnel.
- Orders food and supplies and ensures proper storage and use.
- Checks goods received against requisitions and invoices and contacts direct-delivery vendors to correct errors.
- Monitors production reports to determine future ordering, storage, sales, and student participation for cost effectiveness and efficiency.
- Takes daily and monthly inventories of food and supplies.
- Utilizes cost control procedures to avoid unwarranted cafeteria operations costs.
- Follows approved Hazardous Analysis Critical Control Point (HACCP) housekeeping and safety practices to ensure that sanitary working conditions are maintained in food service environments.
- Prepares, forwards, and maintains files of records and reports required by the State of California.
- Obtains and reviews financial records, identifies discrepancies, and confers with the school's Chief Operating Officer regarding taking the corrective actions necessary and reconciling daily reports.
- Initiates requests for equipment repairs or replacement and pest control services and maintains service records.
- Implements security measures to prevent vandalism and theft.
- Responsible for all cash deposits, follows cash handling procedures, and ensures that daily bank deposits are made by authorized personnel.
- Confirms daily records of hours worked by employees.
- Prepares various correspondence and/or documentation regarding employee conduct.
- Ensures that meals meet federal and State meal requirements.
- Follows prescribed procedures to protect the anonymity of students who receive free or reduced-price meals.
- Responsible for processing applications for free and reduced-price meals; issuing, selling and accounting for meal tickets; and doing general clerical work in the cafeteria.
- Promotes the food service program with innovative marketing techniques by obtaining input from students and adult customers.
- Ensures that proper customer service is provided by food service staff.
- Provides information concerning food service programs to community groups, parents, students, and staff.
- May provide food service for special events as requested by school administrators.
- May be responsible for entering and retrieving meal eligibility and participation data on an office computer.

Qualifications

Knowledge of

- Food, food costs, quantity cooking, and nutrition
- Nutritional and operational requirements of the National School Lunch and School Breakfast Programs, including the evaluation of applications for free and reduced-price meals
- Use and care of kitchen and food service equipment
- Principles of supervision
- Procedures followed in ordering, receiving, and storing foods
- Health and safety rules and regulations pertaining to food establishments
- Cafeteria sanitation and maintenance
- Meal production planning and scheduling

Ability to

- Supervise, train, and evaluate the work performance of cafeteria employees
- Plan balanced menus
- Make arithmetic computations and keep accurate records
- Work effectively with school personnel, students, parents, and community groups
- Apply and maintain standards of cleanliness, sanitation, and personal hygiene
- Operate an office computer
- Communicate effectively in writing
- Complete all tasks in a timely manner

Special Physical Requirements

- Stand and walk on concrete and tile floors for long periods of time
- Withstand a wide range of temperatures
- Lift and carry items weighing up to 50 pounds

Education

- Graduation from high school or evidence of equivalent educational proficiency and evidence of successful completion of adult school, college-level, or equivalent courses in supervision.

Experience

- 3 years of experience in commercial or institutional quantity food preparation, including the serving of a major meal component of at least 500 meals per day.
- One year of the required experience must have been in a position supervising food service personnel.
- Experience in food service ordering procedures and food service record keeping is preferable.

Special

- A valid "ServSafe Certificate", National Registry certificate, or equivalent certificate.

FISCAL MANAGER - Under the direction of the Chief Business Officer, the Fiscal Manager performs professional and complex accounting duties relating to various prepared financial analyses, reports, and audits; assists with the development and administration of the School's budget, and develops and recommends policies and procedures for immediate and long-range financial management and planning.

Duties and Responsibilities

- Performs professional level accounting functions, according to generally accepted accounting principles and local, state, and federal requirements. Develops and maintains the School's cost accounting system to allocate direct and support costs by function. Verifies receipts and disbursements in School's bank accounts, and reconciles to School's financial records. Investigates and resolves financial issues, errors, and discrepancies. Develops and implements procedures to ensure adequate cash controls.
- Prepares and maintains School's annual chart of accounts. Compiles and analyzes various financial reports, statements, and records, including but not limited to, the School's Form 990, Local Control Accountability Plan, Budget and Interim Financial Reports, Unaudited Actuals, monthly financial board reports including a Profit and Loss Statement, Balance Sheet, and Cash Flow, and multi-year financial projections, in accordance with local, state, and federal requirements.
- Establishes and oversees year-end financial close process, and monthly and/or quarterly reconciliations addressing areas of accounts payable, accounts receivable, unearned revenues, current year revenues and expenditures, and general ledger accounts. Prepares high-level accounting entries to ensure accurate year-end financial reporting. Interfaces with the School's independent audit firm to ensure accurate preparation of year-end financial statements and other reports.
- Assists the Chief Business Officer in budget development and monitoring. Develops and maintains account budgets by department and funding source, prepares monthly budget transfers and revisions. Shares budget account balances and financial information with School stakeholders, including the Governing Board, and ensures proper budget and spending controls are documented and enforced.
- Researches, monitors, and applies for local, state, and federal education funding sources. Understands grant and entitlement program rules and requirements, and effectively communicates such information to staff and administrators. Prepares and submits all financial reports for the School in a timely and accurate manner.
- Provides guidance and oversight to the School's Associated Student Body (ASB) staff to ensure accurate financial reporting and adherence to fiscal policies and procedures. Reviews and prepares related financial reports relating to the School's ASB.
- Develops and maintains system to track the School's capital assets, including calculation of depreciation schedule and cost.
- Assists the Chief Business Officer with the development and implementation of school accounting and related fiscal policies and procedures. Reviews, interprets, and implements laws, regulations, and policies, and makes recommendations for changes to school policies and procedures, as necessary.
- Assists the Chief Business Officer with monitoring and evaluating various School department activities and functions to ensure overall efficiency of school operations.
- Assists the Chief Business Officer with other duties as assigned, including but not limited to, periodic support of other responsibilities relating to Business Office, Human Resource, and Payroll functions.

General supervision is received from the Chief Business Officer. Work direction may be exercised over the Business Office Accounting Associate and Office Assistant positions.

Qualifications

Knowledge of:

- Applicable K-12 education and charter laws, codes, regulations, policies and procedures.
- California School Accounting Code Structure (SACS), the School Accounting Manual (CSAM), and generally accepted accounting principles (GAAP).
- Non-profit organization financial statement and tax return preparation.
- State and federal program record-keeping rules and requirements.
- Position control and best practices for budget preparation and monitoring in a K-12 school setting.
- Business operations of California Charter Schools and/or other K-12 education organizations.
- Office practices and procedures, including computer and assigned software (e.g. Excel, MS Office, Aptafund, PowerSchool, MealsPlus, and ASB Works).
- Effective communication strategies, both oral and written, to communicate complex ideas in a clear and concise manner.

Ability to:

- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures.
- Compile, prepare, analyze, and present complex financial reports and analyses.
- Demonstrate strong critical thinking and problem-solving skills.
- Multi-task, prioritize, and organize to consistently produce timely and accurate work of the highest quality.
- Proactively identify financial and operational issues, and recommend effective course of action to resolve.
- Work successfully both independently and collaboratively with other team members.
- Communicate effectively orally and in writing with all GHCHS stakeholders, including students, parents, staff, administrators, governing board members, community members, authorizing district, and the public.
- Model professional leadership traits such as accountability, honesty, integrity, and fiscal prudence.
- Demonstrate interest in pursuing professional development and growth in field of K-12 finance and charter school movement.

Education: Bachelor's degree in accounting, business administration, or related field and five years of increasing responsible experience in accounting. Experience in a school district or charter school is preferred. Additional experience may be submitted for higher education on the basis of two years of experience for one year of college.

STUDENT STORE MANAGER - Supervises, participates in, and is responsible for the operation of the School student store providing snacks, drinks, spirit wear and school supplies for students, employees, parents and alumni. Manages and advises on financial matters and accounting procedures pertaining to student body funds. The Student Store Manager is an exempt classified position.

Duties and Responsibilities

- Operates the financial program of the student body in accordance with the California Education Code and FCMAT (Fiscal Crisis and Management Assistance Team) policies and procedures.
- Establishes and maintains accounting procedures related to financial aspects of student activities such as activity cards, paid admissions, school publications (yearbook, newspaper and magazine), student organization collections and class and office sales accounts.
- Supervises student store personnel by assigning and directing work, evaluating work performance, counseling, recommending disciplinary action, and participating in on-the-job training.
- Maintains payroll records for independent contractors such as officials, DJs, and choreographers. Responsible for providing W-9 and 1099 forms to these individuals.
- Responsible for vending machine operations staying in contact with the vendor to ensure that all products follow State and federal guidelines and that vending machines are stocked to provide quality service to students, staff and all groups using our facilities, before, during and after school and on weekends.
- Responsible for ordering PE clothing, spirit wear, accessories and novelties. Monitors reports to determine future ordering.
- Responsible for ordering items for graduation including cap and gowns, tassels, cords and sashes as well as water for the graduation rehearsals and the graduation DVD.
- Prepares, forwards and maintains files of records and reports required by the State of California.
- Reports quarterly sales and use tax.
- Obtains and reviews financial records, identifies discrepancies, and confers with the school's Chief Business Officer regarding taking the corrective actions necessary and reconciling daily reports.
- Ensures that snacks and drinks meet federal and State healthy food guidelines.
- Accounts for all cash collections at the school including ticket sales for events, fundraisers and sports as well as textbook debts.
- Manages textbook debts by inputting data, adding late fines, sending letters, taking student/parent calls and collecting funds.

Knowledge of

- Accounting practices and procedures
- Office practices, procedures, and management techniques
- Principles and terminology of purchasing
- School nutrition standards
- Budget procedures
- Basic principles of office computer operation
- Excel and word processing programs

Education

- Graduation from a recognized college or university, preferably with the completion of college-level accounting courses. Qualifying experience may be substituted for the required education on a year-for-year basis.

- Evidence of successful completion of adult school, college-level or equivalent courses in supervision.

Experience

- One year of experience as an adult assistant employee in a student body finance office or
- One year of professional accounting, technical-clerical accounting, or field-auditing experience.

CERTIFICATED JOB DESCRIPTIONS

TEACHER - The Granada Hills Charter teacher is responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals and implementing the instructional vision set forth by the School.

Teaches self-contained or departmentalized subject classes depending on grade level in accordance with the requirements of approved courses of study and at a rate and level commensurate with established expected student progress expectations.

Duties and Responsibilities

- Effectively instruct students in assigned content areas as prescribed by the Charter School's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentation with the overall goal of engaging student learning.
- Work as part of an interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of the State and Charter School.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long-range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Maintains documentation of efforts to create consistent and meaningful communication with parents.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintain records for attendance, submit required grades on time, and complete school wide assessments on time.
- Lead and participate in student activities such as sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school tutoring, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

Qualifications

- Bachelor's degree
- California Teaching Credential (i.e. multiple subject or single subject depending on grade level and expertise needed) with English Learner Authorization

- Excellent verbal and written communication skills

SPECIAL EDUCATION TEACHER - responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals and implementing the instructional vision set forth by the School. In addition, the special education teacher bears full responsibility for the planning and implementation of the individualized education plans for our students with special needs.

Duties and Responsibilities

- Effectively instruct students in assigned content areas as prescribed by the School's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentation with the overall goal of engaging student learning.
- Work as part of an interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of the State and school.
- Set clear short-term and long-term goals to drive instruction.
- Conduct timely assessments of students including completion of the Evaluation Report and IEP related paperwork.
- Follow all required program modifications indicated in each student's IEP.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer diagnostic tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Establish classroom climates that encourage student growth and development in areas of knowledge, skills, and attributes as delineated in the school's educational mission.
- Use effective teaching and behavior management strategies.
- Work with other teachers and administrators to address and resolve student issues.
- Maintain documentation of efforts to create consistent and meaningful communication with parents.
- Assess how each child learns best and then adapt teaching methods to fit each student's unique learning style.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintain records for attendance, submits required grades on time, and completes school wide assessments on time.
- Monitor student progress towards achieving instructional objectives and goals on the IEP.
- Lead and participate in student activities such as sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school tutoring, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

Qualifications

- Bachelor's degree
- California Credential in Special Education Services
- Excellent verbal and written communication skills

SPECIAL EDUCATION COORDINATOR - Provides leadership and coordination for the school's special education program.

Duties and Responsibilities

- Administrative designee for all IEP meetings.
- Review every IEP prior to meeting.
- Provide the opportunity for Welligent training.
- Responsible for determining compliance with all timelines related to IEP process.
- Responsible for determining that all services/accommodations are correctly implemented in every IEP, including, but not limited to, reviewing DIS service logs.
- Provide NPA agencies for services and/or evaluations not provided on school campus.
- Ensure that all progress to goal sheets from student IEPs is disseminated to parents.
- Review, disseminate and provide instruction on all LAUSD procedures and protocols as related to IEP writing and implementation.
- Collaborate with LAUSD SELPA for correctly implementing change of placement due to expulsions or the necessity for a more restrictive educational environment, such as NPS or residential placements.
- Provide professional development sessions for teachers and classified staff.
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEPs.
- Collaborate with general education teachers on matters dealing with IEP implementation in the classrooms.
- Collaborate with administrative staff on matters of IEP compliance by all departments in the school.
- Oversee the hiring, training and appropriate placement of all special education assistants in classrooms and with individual students. This includes reassigning personnel when there are absences among the classified staff.
- Review MCD reports for school compliance issues.
- Set the agenda for MCD monthly meetings.
- Hold annual meetings with schools whose students feed into the school in order to explain programs, services, accommodations available and to ensure correct transition IEPs.
- Address parent concerns about their student's IEP and programs.
- Attend due process hearings and mediations.
- Supply attorneys with the appropriate information when legal involvement is necessary.
- Write reports for various agencies defining school's special education programs, procedures, and protocols.
- Participate in parent, teacher, student conferences.
- Participate in SST and 504 meetings.
- Works on an extended school day and year schedule.

Qualifications

- Master's Degree in Education or related field
- Eligibility for Administrative Services Credential preferred
- California Special Education Credential
- Excellent verbal and written communication skills

SCHOOL PSYCHOLOGIST

Duties and Responsibilities

- Complete initial special education assessments.
- Conduct three-year evaluations for students currently receiving special education.
- Complete social emotional assessment for students receiving special education.
- Administer reevaluations for students who have either been previously assessed for special education and were deemed not eligible, or who may have been eligible, though were exited from services and may still be in need.
- Aid in 30-day transition IEP development when a special education student enters GHC from another school.
- Collaborate in program development for students with special needs.
- Make referrals to appropriate outside community services such as DCFS, School Mental Health, Valley Coordinated Services, local hospitals and in consultation with social worker.
- Participate as a member of the multi-disciplinary IEP team.
- Give presentations in special education classrooms when needed about various topics.
- Provide crisis counseling when needed.
- Provide DIS counseling support/consultation with parents and teachers working with students who receive DIS social emotional support as part of the IEP.
- Consult with social workers, teachers, counselors and parents about ways to facilitate learning and adjustment for individual students. Aid with SST and 504 development to assist in early identity of student's learning and adjustment problems.
- Collaborate with LAUSD school psychologist services for all cases in which emotional disturbance is an area of suspected disability.
- Participate as a member of LAUSD Case Review, consulting with other school psychologists when they present cases in which emotional disturbance is an area of suspected disability.
- Provide in-services in staff development discussing issues such as emotional disturbance eligibility, support services, Autism and more.

Qualifications

- Master's Degree in Education or related field.
- Pupil Personnel Services Credential authorizing services in the field of school psychology.
- Facility in oral and written communication in English.
- Skill in the various modes of school social work with emphasis on evidence based practices, crisis intervention, mental health consultation, and community organization.
- Appropriate manner including poise, tact, good judgment, and ability work effectively with School personnel, community representatives, parents and students.

SCHOOL SOCIAL WORKER

Duties and Responsibilities

- Provide individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices.
- Provide student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.
- Promote parent engagement in the educational process.
- Provide parent education programs and other evidence based and/or evidence informed practices.
- Conduct staff development to address barriers to learning, restoring and maintain a safe and healthy learning environment for students, staff, and parents, including: Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, Threat Assessment and Management, and Suicide Prevention Services.
- Collaborate with teachers and school staff providing mental health consultation to develop strategies for classroom management, design and monitor behavior contracts, and positive behavior support planning and implementation.
- Implement evidence based intervention for individual, groups and families to address symptoms of trauma, depression, anxiety and other clinical issues.
- Provide community referrals, linkages and collaboration with community resources to address student and family needs.
- Plan, coordinate and participate in multidisciplinary teams including Student Success Teams.
- Provide support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.
- Performs other duties as assigned.

Qualifications

- Master's Degree in Social Work
- Pupil Personnel Services Credential authorizing services in the field of social work.
- Licensed as a Clinical Social Worker in California
- Facility in oral and written communication in English.
- Skill in the various modes of school social work with emphasis on evidence based practices, crisis intervention, mental health consultation, and community organization.
- Appropriate manner including poise, tact, good judgment, and ability work effectively with School personnel, community representatives, parents and students.

SCHOOL NURSE

Duties and Responsibilities

- Counsels and guides students to meet their individual health needs by interpreting health appraisals and standards of normal growth and development.

- Assists with in-service education of school personnel in healthful living and communicable disease control.
- Assists school personnel in relating health instruction and guidance to specific needs of students.
- Notifies, counsels, and assists parents in remediating student health issues.
- May provide nursing assistance if campus is designated as shelter during major disaster.
- Participates with school administrators and other school personnel in developing and conducting, in accordance with established policy, a school health program which includes the following
 - Appropriate health education for students, individually, and in groups;
 - Responsiveness to accidents, emergency illnesses, and crisis situations which occur at school;
 - Determination of student's health status including vision, hearing, dental, orthopedic, and general health appraisals;
 - Consultation with students and school personnel to promote emotional health;
 - Maintenance of necessary health records;
 - Control of communicable diseases through readmissions, exclusions, inspections, and determination of immunization assessment with follow-up where needed;
 - Inspection of the school plant to help maintain an environment for optimum health; and
 - Reporting or assisting in the reporting of suspected child abuse.

Qualifications

- A bachelor's degree from an accredited college or university.
- Possession of a valid active California Registered Nurse License.
- A valid California Health and Development Credential authorizing service as a school nurse, a Service Credential with a specialization in health authorizing service as a nurse, or a School Nurse Services Credential must be in force.
- At least two years of successful paid work experience as a Registered Nurse.

GUIDANCE COUNSELOR

Secondary Guidance Counselor - Works directly with students to evaluate their abilities and interests and will help the student develop academic goals that will lead to sound post-secondary (college and career) aims.

Elementary Guidance Counselor – Provides counseling on such matters as conflict resolution, self-esteem issues, and crisis intervention for the early identification of and/or intervention for barriers to academic achievement of students.

The counselor will emphasize preventive and developmental counseling to enhance students' personal, social, and academic growth and to provide students with the life skills needed to deal with problems before they worsen. The counselor will consult and collaborate with parents, teachers, school administrators, school psychologists, medical professionals, and social workers to develop and implement strategies to help students succeed.

Duties and Responsibilities

- Serve as a member of the counseling, guidance, and student assessment team; cooperates with the school administration and staff in developing student attitudes and behavior which are necessary to maintain proper control, acceptable standards of self-discipline, and a suitable learning environment within the school.
- Counsel individuals and groups of students in the areas of educational, personal, physical, social, and career needs; provides students with information concerning graduation, college entrance requirements, and scholarships; advises parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Assists in general administration of the total school program including supervision of students and preparation of reports and surveys as assigned.
- Assist in organizing the administration and interpretation of standardized testing; interprets the results of standardized tests of achievement and scholastic capacity to administrators, parents, and teachers.
- Serve as a resource person to school personnel and parents regarding academic, career and personal/social issues.
- Assist in the preparation of information for entry on student cumulative records; contributes data concerning student needs to assist in the development of the total educational plan of the school.
- Provide students and parents with specific guidance for educational planning at each grade level.
- Place students in classes based on previous grades, test scores, and teacher recommendation.
- Counsel students regarding attendance and tardies.
- Provide students with opportunities for individual and group counseling to assist with emotional development.
- Review each 5-week progress report period for those students that are failing or are in danger of failing.
- Assist the teachers with counselees and their behavior or academic concerns.
- Contact parents regarding minor behavior concerns.
- Provide students and parents with appropriate guidance when questioning other academic placement or interventions such as Student Study Team (SST), adapted physical education, resource or special day class, Section 504, testing and assessment for a learning disability, seriously emotionally disturbed, speech and language, deaf and hard of hearing, and other health impaired.
- Conduct and manage Student Study Teams for caseload.
- Advise students and parents with appropriate referrals to outside agencies for academic or social-emotional help.
- Assist in articulation with feeder elementary schools and matriculation for 8th grade students.
- Work on an extended day (8 hours on-site) and extended year schedule.

Qualifications

- Master's Degree in School Counseling, Education or Psychology.
- Current California Pupil Personnel Services Credential with an authorization in school counseling.
- Preferred for Secondary Counselor - At least five years of secondary counseling experience.

- Preferred for Elementary Counselor - Experience in individual or group counseling of elementary age children.
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group.
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups.
- Impeccable organization skills.
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology.

COLLEGE/CAREER COUNSELOR - The high school program's college counselor will provide direct support and services to all students in the areas of academic achievement and college application. The counselor will be responsible for administering all aspects of the college search including assisting incoming high school students with college entrance information. The counselor will respond to questions posed by both students and parents about the college application and acceptance process. The counselor will also explain the financial aid process and advise students and parents on available scholarships.

Duties and Responsibilities

- Develop, implement, and oversee overall high school college counseling and college guidance programs in accordance with state standards. Work with guidance counselors to make sure students are meeting "a-g" University requirements.
- Organize and maintain College Counseling Center containing catalogs, brochures, handbooks, and other appropriate resource materials.
- Coordinate and implement dissemination of information pertaining to the college admission process to students, parents, and community members.
- Provide specific information regarding entrance requirements, applications, scholarships, costs, tuition, financial aid, and testing deadlines.
- Provide current information regarding financial aid opportunities and deadlines.
- Provide college counseling services through group and individual counseling.
- Help students become aware of all phases of post-secondary school options.
- Maintain student records regarding post-secondary plans.
- Provide faculty and staff with current information related to the college admissions process.
- Coordinate visitations by college representatives during the school day.
- Organize and implement field trips to college campuses.
- Organize in conjunction with the Director of Counseling a system of transcript dissemination to colleges and universities for student applicants.
- Provide assistance, such as workshops, to faculty and staff in writing letters of recommendation and secondary school reports.
- Write letters of recommendation for students regarding admissions and scholarships.
- Coordinate and articulate information regarding colleges and universities to students, parents, and staff at feeder middle schools.
- Provide necessary information and materials for students regarding PSAT, SAT I, SAT II, and ACT.

- Coordinate and administer school and community scholarships.
- Maintain contact with graduates concerning scholarships and post-secondary school activities.
- Coordinate and administer all AP exams and facilitate the processing of student AP testing forms and applications.
- District/Federal Funds for reimbursement for free and reduced lunch.
- College board A.P. orders.
- Coordinate applications procedures for financial aid.
- Offer students and parents workshops to provide information and assistance in accurate completion of forms.
- Provide follow-up interpretation of financial aid packages.
- Attend pertinent meetings regarding testing, financial aid, and college entrance requirements.
- Train and supervise personnel assisting in the College Center.
- Provide on-going communication to community through School Leadership Council, newsletter, and local newspapers.
- Provide information regarding off-site college courses for concurrent enrollment along with summer program options.
- Create and provide updated information to GHC college website page.
- Disperse college board fee waivers to students participating in the free and reduced lunch program.
- Create and disperse the College Knowledge – A monthly newsletter for seniors and juniors.
- Train and supervise the peer college counseling program -
 - Training consists of guiding fifteen to eighteen students to be Peer College Counselors. Peer College Counselors help students choose a college and advise their peers in the selection and application process to the UC's, CSU's, Private School, Community College as well as Financial Aid to these schools. Training begins a week before school starts and continues for the first couple of weeks of school.
 - Peer College Counselors meet with every senior in the fall and juniors in the spring and refer them to the college counselor for appointments to discuss their college needs. Training is ongoing and is a part of a daily routine throughout the school year.
- Update, order, and make copies for necessary publications that relate to the college process.
- Visit every economic and government class to pass out our flyer with our scheduled events and to give seniors an overview of important events and deadlines when applying to college.
- Visit A.P. classes to disperse A.P. testing information.
- Schedule appointments with various colleges to come to our campus to do college presentations.
- Individual appointments with students and parents – college and financial aid issues 9-12 grade.
- Coordinate Advanced Placement Test Information to faculty and students.
- Interview and advise students regarding information, procedures, and academic requirements of a specific program or major.
- Assist students in exploring careers, evaluating academic abilities, and setting goals.
- Prepare advising materials such as student information, advising guides and recruitment materials.
- Present academic information to orientation groups and potential students and parents.

- Provides leadership and expertise in counseling and guidance regarding educational opportunities including career education programs.
- Compiles career guidance information and provides experiences for students that may assist in an appropriate selection of career education programs; maintains a reference file of up-to-date information on career education programs.
- Coordinates the guidance, placement, and follow-up of students in career education programs.
- Provides information to administrators, counselors, and teachers of a senior high school concerning career guidance and career education including occupational trends and changing employment opportunities.
- Serves as liaison between the senior high school of residence and the school or site in which the student is enrolled part-time in a regional occupational program (ROP) and/or center (ROC).

Qualifications

- Master's Degree in School Counseling, Education or Psychology.
- Current California Pupil Personnel Services Credential with an authorization in school counseling.
- Preferred for Secondary Counselor - At least five years of secondary counseling experience.
- Preferred for Elementary Counselor - Experience in individual or group counseling of elementary age children.
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group.
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups.
- Impeccable organization skills.
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology.
- Serves as the school's work experience coordinator.

DIS/TRANSITION/504 COUNSELOR - has the responsibility to provide a designated instructional services program in the area of pupil counseling and transition that meets the educational needs of each student in the specialist's area of responsibility. The DIS and Transition Counselor is directly responsible to the Administrative Director of Special Education and designated school site administrators.

Duties and Responsibilities

- Provide Social Emotional, Behavioral and Counseling IEP goals for students with IEPs.
- Provide consultation and assistance for teachers and assistants regarding students on their caseload.
- Provide counseling sessions as indicated on the IEP.
- Document date and time of sessions for school and compliance records.
- Work with parents, districts and other outside agencies to coordinate educational treatment.
- Provide assistance to classrooms and parents/guardians in improving school functioning.
- Provide assistance and referrals for more intensive services as necessary.
- Provide Crisis Intervention Services to students as needed.

- Assist with community agencies and intakes as needed.
- Attend and actively and professionally participate in IEP meetings, Annual Reviews, Triennial Reviews and any other necessary school meeting.
- Provide Vocational education and counseling to High School students.
- Complete all required documentation in accordance with agency standards.
- Provide interventions to students to support the teaching process and to maximize learning and adjustment.
- Provide direct clinical services including emergency response, trainings, individual, family, and group therapies as needed.
- Provide DIS counseling as identified in the IEP.
- Maintain and update Welligent logs every day.
- Attend IEP meetings as needed.
- Attend Ongoing Professional Development.

Provide Transition Activities for all Students with Disabilities in the SDP2 Program under the supervision of the Administrative Director of Special Education and in collaboration with the Special Education Coordinator and Department Chair of Special Education as follows

- Demonstrate knowledge and proper implementation of Individual Transition Plans (ITP).
- Coordinate and/or conduct assessment, instruction, and services for transition age students, to determine eligibility and access to various community agencies or work based learning services.
- Assist the school in reporting data and developing reports for the district Division of Special Education in meeting Modified Consent Decree and other Division mandates.
- Provide classroom and/or school-wide presentations for students as well as professional development for staff on Transitional topics.
 - Ensure provision of transition services through classroom instruction, related services, and community experiences.
- Collaborate with community agencies and refer students and families to appropriate transitional community resources as needed.
- Gather, document, and monitor student data relative to state grants, and mandated state/District follow-up activities
- Coordinate community linkages for secondary special education students in work/career and independent living
- Negotiate linkages with community agencies to meet transition goals for students with disabilities with a variety of developmental strengths and needs.
- Use data to analyze trends; and develop, implement, and monitor transition programs that result in higher levels of post-secondary independence and employability for students with disabilities.
- Assist in developing and maintaining effective collaborative interagency partnerships.
- Provide other functions as necessary to achieve and maintain compliance with legal requirements for students with disabilities, beginning at age fourteen (14).
- Collaborate and consult with Department of Rehabilitation and Regional Center.
- Maintain student transition logs for all transition activities, assignments, events and individual student, parent and teacher conferences.

- Ensure that all students with disabilities have a transition plan uploaded into Welligent and students have a portfolio with hardcopies of the activities and assignments below. The plan must be updated yearly.
 - This plan should include the following, but not limited to
 - The Naviance, Conover, and/or transition task for each grade level.
 - Complete Department of Rehabilitation application as appropriate and serve as a liaison.
 - Assist teacher to ensure every senior completes a college or post-secondary program application if applicable
 - Assist teachers in completing a Summary of Performance (SOP) for each student who graduates high school or receives a Certificate of Completion.
 - Supports all students in creating a post-secondary education and career portfolio with checklist documenting all student-generated documents and activities, including as applicable to each student, but not limited to
 - Career Exploration Activities/Assignments (Resource/SDP Final 1st semester)
 - College Exploration Activities/Assignments (Resource/SDP Final 2nd semester)
 - Resume
 - Completed Job Application
 - How to obtain a Work Permit
 - California Child Labor Laws
 - For seniors Summary of performance (SOP) document and a copy of his/her most recent psycho-educational report
 - Student Reflections
 - FAFSA Paperwork
 - Recommendation Letter(s)
- Coordinate and attend the Transition Fair for Students with Disabilities.
- Complete the first two pages of the year-end SOPs and upload to transition share folder for the special education teachers to access and complete for all seniors by the end of the Fall semester.
- Manage the We Can Work Program for student with disabilities.
- Seek 25 students for jobs at various local businesses.
- Ensure collaboration with local businesses to take on students to work for them.
- Assist families with paperwork pertaining to the partnership with Department of Rehabilitation to ensure that their cases are opened.
- Schedule intake interviews with students and the DOR.
- Set up a meeting for students, parents/guardians, human resources, and a DOR representative to discuss how program works and what the expectations are.
- Select worksite for each student and assist students in preparation for their interviews at various worksites.
- Give students timesheets and explain how to obtain them each month at their worksite.
- Check in each month with worksite to ensure success of each student.
- Check in with students to discuss satisfaction/obstacles with program and worksite.
- Perform various job training sessions with students depending on student issues to ensure success with the We Can Work Program.

- Update student progress reports each month, required for submission by the Department of Rehabilitation and State.
- Update the PARS (Personnel Activity Report) which give an accurate portrayal of how much time is spent working on WCW contract as opposed to other job duties.
- Update PETS service invoice which includes students Work Experience Salaries and Work Experience Coordinator's salary.
- Collect timesheets each month for each student to give to Human resources Department at Granada Hills Charter.
- Attend and actively participate in the events as follows
 - Transition Fair for Students with Disabilities
 - Senior Awards
 - Graduation

Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.

Perform other duties as assigned which include maintaining an activity log for legal documentation as needed. Logs are to be submitted weekly each on the last day of the week to Special Education Coordinator or Special Education Administrator.

Qualifications

- Master's Degree in School Counseling, Education or Psychology.
- Current California Pupil Personnel Services Credential with an authorization in school counseling.
- Preferred for Secondary Counselor - At least five years of secondary counseling experience.
- Preferred for Elementary Counselor - Experience in individual or group counseling of elementary age children.
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group.
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups.
- Impeccable organization skills.
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology.

DISCIPLINE/ATTENDANCE DEAN - Responsible for implementing the school wide plan for creating a positive culture of behavior at the school, as well as being in charge of administering discipline in accordance with the school's discipline and attendance policies.

Duties and Responsibilities

- Provide and supervise in a fair and consistent manner effective discipline systems with high standards, consistent with the philosophy, values, and mission of the school, in accordance with due process and other laws and regulations.

- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Establish a professional rapport with students and staff.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Meet with parents regarding student discipline and attendance issues.
- Ensure a safe, orderly environment that encourages students to take responsibility for their behavior and creates high morale among staff and students.
- Maintain positive, cooperative, and mutually supportive relationships with school staff and parents.
- File required reports regarding violence, vandalism, attendance, and discipline matters.

Qualifications

- Master's Degree in Education or related field
- Eligibility for Administrative Services Credential preferred
- California Single Subject or Multiple Subjects Credential
- At least 3 years of classroom experience at the elementary/middle/high school level
- Excellent verbal and written communication skills

LIBRARY/MEDIA TEACHER - Plans, implements and evaluates the school library media center program, policies and services; coordinates the planning and implementation of an information skills continuum to support school ESLRS, the school Technology Plan, the GHC Acceptable Use Policy for the Internet, and school goals; collaborates with teachers in implementing integrated instructional activities; serves as an information specialist to assist teachers and students; and performs other related duties as assigned.

Duties and Responsibilities

- Plans, implements and evaluates the library media center's program, policies, and services that support the school's mission, action plan and instructional objectives.
- Establishes and uses policies and procedures approved by the Governing Board and in line with the Children's Internet Protection Act that ensure unrestricted access to information and ideas in a democratic society and provide opportunities for review and consideration of challenged material.
- Prepares and expends the library media center budget in collaboration with the library administrator
- Prepares for the opening of the library media center so that services are available from the first day of school until the last day of school.
- Recommends for selection, trains, and may supervise other library media center staff.
- Assists in planning for adequate library media center facilities.
- Maintains the library media center so that it is attractive and efficient to use.
- Writes reports relating to the library media center as necessary or required.

- Prepares requests for funds and grants relating to the library media center from federal and other resources.
- Coordinates public relations with students, parents and the community, highlighting and offering the library media center program and services.
- Designs a schedule that ensures timely access to library media center resources for all students and staff, as well as time for library management activities.
- Coordinates and participates in the planning and implementation of an information skills continuum which includes appreciation of resources, information retrieval, and utilization of resources.
- Collaborates with teachers in implementing integrated instructional activities, core literature, and applying current instructional strategies.
- Prepares resources for student research.
- Coordinates promotional library media center activities (e.g. book fairs, library clubs, exhibits, read-ins, and displays).
- Coordinates a variety of services, including class visits, individual and small group instruction, and interlibrary loan services.
- Serves as information specialist to assist teachers and students in selection and use of instructional materials, and the use and integration of media and technologies into the curriculum, including graphic, photo media, display graphics, video, computer programs, telecommunications and distance learning.
- Motivates and guides students in the development of reading, listening and viewing competencies and enjoyment of literature, including critical thinking skills for lifelong learning.
- Conducts staff orientation to the library media center's services and programs.
- Provides library/technology in-services training activities for staff and works as an effective team member.
- Maintains professional materials collection, including periodicals and publishers' catalogs.
- Serves as a facilitator and historian for school memorabilia, reserve collections and special units of study.
- Coordinates selection of materials for reserve collections and special units of study.
- Develops, updates and publicizes the school library materials selection policy.
- Reviews professional journals, bibliographies, selection aids, publishers' catalogs and brochures and routes these to staff as appropriate.
- Confers with sales representatives and communicates to staff and administration as appropriate.
- Consults with staff and students in evaluating, selecting and acquiring library resources and equipment including resources appropriate for a diverse population with varying backgrounds, cultures, abilities and interests.
- Provides a variety of print and media/technology related resources; assesses existing and emerging technologies and applies them when appropriate to provide an effective school library media program.
- Classifies, catalogs, and organizes the library media center's materials for maximum accessibility and availability.
- Maintains an inventory of the library media center's materials and equipment.
- Maintains a system for circulating and retrieving the library media center's resources.

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- Participates in professional development activities relating to education, librarianship, and information technologies.
- Continues to acquire knowledge through in-service education and academic courses and develops a professional growth plan.

Qualifications

- Master's degree in Library Services
- California Library Media Teacher Services credential

INTERVENTION COORDINATOR - works to improve educational outcomes for ALL students by working collaboratively with Counseling and the After Hours Activities Program (AHA) Staff to evaluate student performance, identify at-risk students, develop programs, provide intervention, student support services and follow-up to monitor and report student progress .The Coordinator will also work collaboratively with parents and guardians, school leadership and teachers to support a continuous focus on improving student achievement, as well as enhancing student growth and development.

Duties and Responsibilities

- Monitor and evaluate the needs of all at-risk students including Title I and “unduplicated population” students and work collaboratively with AHA and the Counseling Office in the development of student support programs for academic intervention classes and/or tutoring sessions.
- Evaluate and analyze both quantitative and qualitative student performance data results to monitor the overall success of the academic intervention programs and improve offerings based on student need.
- Evaluate declining student performance trends within the 1st and 2nd grading periods and initiate intervention support of identified students in collaboration with parents and counseling.
- Evaluate any possible disparity between PSAT and other assessment performance and grades to identify students in need of targeted assistance.
- Work collaboratively with Counseling and the AHA Staff to seek and develop programs for a variety of student support, one-on-one, peer group, group tutoring, individual off site support, etc. to serve at-risk students based on individual need.
- Work collaboratively with the Counseling and AHA staff to monitor and counsel at-risk students recommended for intervention on their progress.
- Manage/schedule evening/weekend adult tutor and student support counseling program including Supplemental Education Services (SES) student and vendor selection as required.
- Communicate directly with parents regarding need for student support and prepare regular written communication to parents/guardians and school personnel regarding program offerings and outreach.
- Provide instructional strategy and support to teachers as they work with struggling students.
- Provide regular progress reports on Intervention activities, quality assessment and performance.
- Other duties as assigned.

Other Responsibilities

- Be informed about all aspects of curriculum and the school's instructional program.
- Stay abreast of current research, development, legislation and grants in education pertinent to academy-like and thematic program (academic program) curriculum
- Stay abreast of available student support systems, programs and changes in required student support e.g. SES.
- Prepare necessary reports, budget requests, and similar documents applicable to GHC academic programs, new program applications or as those that may apply to intervention programs and services.

Qualifications

- A valid California secondary teaching and/or counseling credential and a Master's Degree from an accredited educational institution desired
- Spanish speaking
- Minimum five (5) years secondary education experience
- Minimum three (3) years secondary leadership experience
- IBDP Coordination Certification
- Evidence of knowledge of State Standards, State Frameworks, current teaching methodologies and delivery systems
- Ability to work collaboratively with a team of professionals with a shared educational philosophy
- Experience in working with cross-curricular, project based and multicultural programs and a commitment to student achievement
- Strong communication, organizational, presentation and leadership skills
- Experience working with school budgets, grant proposals, data, student activities, public relations, marketing and student and counseling services
- Strong data analysis skills

Excellent interpersonal skills are necessary for this position, including collaborative problem-solving and decision-making skills. Daily on-site obligation is 8-hours. Occasional weekend and evening hours will be necessary. Must be able and willing to travel to accomplish program goals.

TESTING AND DATA COORDINATOR - responsible for the planning and coordination of the school's assessment program, including compliance with federal and local testing requirements. This position reports to the Administrative Director overseeing assessment and accountability.

Duties and Responsibilities

- Plan and coordinate all aspects of the school's non-classroom based test administrations, including but not limited to: all assessments in the CAASPP program and Granada selected assessments such as the PSAT, NWEA, AP, etc.
- Coordinate proctoring assignments, including scheduling faculty, recruiting and training volunteers and temporary testing proctors.
- Draft and propose special testing bell schedules for governance committee approval.
- Create and manage all testing homeroom configurations using the student information system.

- Assign all enrolled students to appropriate homeroom sections based on testing timelines and demographic designations.
- Communicate and post student homeroom assignments for use by the faculty, students, and administrative team.
- Schedule and conduct test make-ups to meet internal and external accountability measurements.
- Coordinate all aspects of test material management, including the ordering, secure storage, organization, distribution, secured destruction or returns and score reports mailings.
- Identify and correct testing and other student achievement data.
- Supervise ELPAC test scoring.
- Prepare and maintain all testing exemption and waiver applications for eligible Special Education students.
- Prepare PFT results spreadsheets for student programming by the P.E. Department and Counseling Office.
- Identify and distribute test prep materials and activities to students and teachers
- Present on testing purposes and procedures at faculty, departmental, parent meetings.
- Collect, upload, archive, correct, update school wide student achievement data in student information system.
- Configure, manage, and support online assessment system.
- Assist and support all instructional departments to develop and conduct formative assessments and report results on school's data system.
- Assist and support all instructional departments with summative and formative data analysis.
- Respond to requests from staff, parents, and other schools for student testing data.
- Develop ad-hoc data analyses on student achievement and other data.
- Present on use of student data at faculty, departmental, and parent meetings.
- Identify and provide for individual differences and needs among students and groups of students through data analysis.
- Identify and provide for differences in goals and needs among instructional departments and out-of-classroom staff.
- Maintain consistent communications with the administrative team, out-of-classroom staff, faculty, governance committees, parents and students to achieve assignment objectives.
- Conduct staff and student testing and data needs surveys related to achievement of assigned service objectives as appropriate.
- Maintain testing debrief notes for future reference following each test administration.
- Attend all testing workshops and trainings made available by vendors and state reporting agencies.
- Attend all webcasts on testing administration procedures.
- Establish and maintain testing project calendars.

Qualifications

- Master's Degree preferred
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential
- Excellent verbal and written communication skills

EL Coordinator - Provides leadership, coordinate and develop the school English Learners program. The EL Coordinator may work half time in the classroom as an ESL Instructor and half time out of the classroom as the program coordinator.

Responsibilities and Duties:

- Teach and evaluate all levels of English language learners.
- Provide a comprehensive measurable literature and skills based curriculum to facilitate mainstreaming of ELs.
- Assess all incoming immigrants and transfer students from private and/or other out of state schools.
- Counsel new and existing EL students.
- Administer the initial ELPAC on an ongoing basis.
- Attend coordinator conferences and meetings.
- Keep abreast of state and federal mandates.
- Assist attendance office with enrollment.
- Organize and facilitate meetings for the English Language Learners Advisory Committee (ELAC) to help parents understand the EL program, its funding, and their rights and responsibilities.
- Write and mail periodic memos and updates in multiple languages.
- Work with school counselors on placement of students.
- Monitor students' grades to provide intervention.
- Compile information from class grades, ELPAC scores and test results for re-designation. Send out re-designation letters to qualifying students.
- Update students' cumulative records.
- Provide services for all special education teachers when writing IEPs for students identified as English Learners.
- Provide translation services.
- Supervise the EL assistant.
- Work on an extended school day and school year schedule.

Qualifications:

- Master's Degree
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential in English
- CLAD, BCLAD or TESOL
- Excellent verbal and written communication skills

INTERNATIONAL BACCALAUREATE (IB) COORDINATOR - Responsible for managing all elements of the GHC IB Diploma Program. The following represents the scope of responsibilities which the coordinator(s) undertakes.

Duties and Responsibilities

- Coordinate all responsibilities of the coordinator position as outlined by the International Baccalaureate Organization, including but not limited to student registrations, exam registrations, exam organization and security, and teacher training.
- Coordinate with teachers, students, and parents to write and submit the International Baccalaureate 5-year program self-study, as well as all aspects of arranging the International Baccalaureate site visit.
- Manage and ensure that all teachers appropriately use all applicable IB online platforms MyIB, eCoursework, and IBIS data system.
- Stay abreast of current International Baccalaureate guidelines and ensure that all assessment and registration deadlines are met.
- Collaborate with and supervise the IB Community Service Coordinator to ensure that all IB CAS requirements and deadlines are met, and the GHC IB program core values are woven into all aspects of the CAS program.
- Develop and maintain all IB program policies, manuals, and guidebooks, including CAS guidebook, academic integrity policy, student application, language policy, special needs policy, IB program guidebook, college planning and preparation guidebook, and more.

Teacher Support and Professional Development

- Collaborate with teachers and parents to manage student health and wellness.
- Plan, support, and lead ongoing professional development program for each International Baccalaureate discipline category, as well as for the program as a whole.
- Arrange teacher training workshops to ensure all teachers are appropriately trained in the course(s) they teach.
- Collaborate with International Baccalaureate teachers and students to create a two-year assessment calendar.
- Develop and lead professional development workshops to train teachers in the practice of writing instruction.
- Communicate with teachers about struggling students and assist with providing intervention solutions.
- Collaborate with teachers and GHC department chairs to create the GHC Diploma Program master schedule.

Student Support

- Plan, support, and lead ongoing student workshops on a variety of topics such as college planning and preparation, Extended Essay, community service, time management, assessments, the IB Learner Profile, and more.
- Implement, and continue to develop, the college planning and preparation program for all students; collaborate with the GHC college counselors to stay abreast of current research, practices, and opportunities to support students in their post-secondary planning journey.
- Work with college counselors to identify student scholarship and internship opportunities.

- Develop projects and events for students that enrich their high school experience and the development of their identity, including the summer read project, San Fernando Valley history project, graduation banquet, community service expo, and more.
- Develop and manage the International Baccalaureate assessment calendar and homework calendar.
- Work with students and counselors to assist with creating appropriate course schedules.

Program Representation and Liaison to the Larger Community

- Develop and lead parent outreach program, including parent meetings and parent leadership team; develop and lead parent workshops on a variety of topics including program requirements, assessments, community service, and college planning.
- Manage the recruitment of students and teachers; continue to survey students, teachers, and parents about their satisfaction with the program and their ongoing needs.
- Develop and manage communication about the GHC Diploma Program, including the newsletter, website, and social media accounts.
- Coordinate with GHC Director of Communications and Development to ensure appropriate program publicity.

Teaching Responsibilities

- Teach, or co-teach, one International Baccalaureate course.

Qualifications

- A valid California secondary teaching and/or counseling credential and a Master's Degree from an accredited educational institution desired
- Three – Five (3-5) years secondary teaching experience
- IBDP Coordination Certification
- Evidence of knowledge of State Standards, State Frameworks, current teaching methodologies and delivery systems
- Ability to work collaboratively with a team of professionals with a shared educational philosophy
- Experience in working with cross-curricular, project based and multicultural programs and a commitment to student achievement
- Strong communication, organizational, presentation and leadership skills
- Experience working with school budgets, grant proposals, data and student activities

Excellent interpersonal skills are necessary for this position, including collaborative problem-solving and decision-making skills. Daily on-site obligation is 8-hours. Occasional weekend and evening hours will be necessary.

THE PRIMARY YEARS PROGRAM (PYP) AND THE MIDDLE YEARS PROGRAM (MYP) COORDINATOR is responsible for the whole school implementation of the IB PYP and MYP. The coordinator will work closely with staff to oversee implementation, establish a school PYP/MYP leadership structure, facilitate effective school partnerships to include vertical articulation, provide support to teachers and students regarding PYP/MYP certification, organize and implement the personal project for year five

(5) and year eight (8) PYP/MYP students, coordinate program of community service for students, create and maintain school-based training opportunities, prepare publications and promotional materials, and monitor program and compliance.

Duties and Responsibilities

- Pedagogical leader of the PYP/MYP in the schools.
- Manage the process of curriculum review and development for each subject group to ensure implementation of the PYP/MYP in the initial years of implementation.
- Monitor and review the implementation of subject guides by schools.
- Review current educational resources, from national and international sources, to inform the ongoing development of the programme so as to ensure its quality and relevance.
- Contribute responsibly to staff management in order to maintain a well-functioning PYP/MYP team.
- Provide support on authorization and evaluation visits as requested by regional offices.
- Undertake or contribute to special projects, both internally and/or in cooperation with outside agencies, to promote the PYP/MYP and extend the impact of both.
- Be familiar with and advise administration and faculty on all IBPYP/ MYP related documents.
- Oversee implementation of Areas of Interaction within Environments, Human Ingenuity, Health and Social Education, Community and Service and Approaches to Learning.
- Ensure concept of internationalism permeates all subjects.
- Organize and chair PYP/MYP committee once program is implemented.
- Coordinate/communicate closely with the IB diploma program coordinator at GHC High School.
- Coordinate/communicate closely with Administrative Director of School.
- Develop and present orientations and other informational programs for PYP/MYP parents.
- Research and develop a timeline for all teacher trainings.
- Engage in and encourage professional development with the diploma program coordinator. Organize, prepare agendas, coordinate/lead professional development activities for staff during professional development meetings.
- Prepare and present ongoing programs of PYP/MYP orientation to respective student and teacher groups.
- Be an authority for the PYP/MYP Application process including the authorization visit.
- Maintain resources of current IB PYP/MYP related documents and materials.
- Provide content and maintain a PYP/MYP website.
- Provides support to other positions as required.

Qualifications

- A valid California elementary teaching and/or counseling credential and a Master's Degree from an accredited educational institution desired
- Three – Five (3-5) years elementary/middle school teaching experience
- Evidence of knowledge of PYP/ MYP Frameworks, State Standards, State Frameworks, current teaching methodologies and delivery systems
- Ability to work collaboratively with a team of professionals with a shared educational philosophy

- Experience in working with cross-curricular, project based and multicultural programs and a commitment to student achievement
- Strong communication, organizational, presentation and leadership skills
- Experience working with school budgets, grant proposals, data and student activities

Excellent interpersonal skills are necessary for this position, including collaborative problem-solving and decision-making skills. Daily on-site obligation is 8-hours. Occasional weekend and evening hours will be necessary.

CLASSIFIED JOB DESCRIPTIONS

PARENT AND ALUMNI COORDINATOR -Serves as a liaison between the school and stakeholders including parents, alumni and community and will develop engagement strategies to advance the mission of Granada Hills Charter High School. The Parent and Alumni Coordinator will also coordinate and implement parent, alumni and community events and programs to support the development and advocacy initiatives of the school.

Duties and Responsibilities

- Coordinate community, parents, students, staff and alumni stakeholders to be involved in initiatives that support Granada Hills Charter's mission and advocating for the larger charter and public education community.
- Develop and maintain multi-year parent, alumni and community engagement strategy including related analytics to track participation and results.
- Foster relationships with parents to implement family involvement and leadership programs to facilitate the school's advocacy efforts.
- Devise and conduct workshops to grow parents in their advocacy, communication and leadership skills.
- Work with outreach teams to execute plans that will increase parent engagement, increase attendance at events, and maintain data on attendance.
- Assist parents in identifying and participating in volunteer opportunities that will contribute to positive student outcomes.
- Initiate contact with alumni, assist in coordinating alumni networking, and continuously update alumni database.
- Engage alumni groups to participate in programs including fundraising, advocacy, and college- and career-readiness initiatives.
- Attend community events to build relationships for the school and recruit partners and advocates to be involved with the school's engagement plans.
- Represent the school at select class reunions and alumni events.
- Facilitate the integration of parent input to improve school-wide programs.
- Identify and engage current students to serve as Alumni Ambassadors for each graduating class and sustain involvement.
- Incorporate social network resources to facilitate programs and report on engagement analytics and trends.
- Evaluate digital platforms to increase efficiency in outreach efforts, supervise any digital onboarding process, and maintain effectiveness of new programs.
- Perform related duties as assigned

Qualifications

- Bachelor's degree required with a minimum of two years in coordinating projects and customer-facing roles, community organizing and advocacy skills preferred.

- Ability to gain in-depth knowledge of Granada Hills Charter High School, including short and long range strategic plans, vision, goals, objectives, infrastructure, programs, achievements and awards.
- Desire to further advocacy efforts in public education and commitment to working within diverse communities.
- Preferred computer skills include familiarity with database software, design and social media.
- Highly creative, detail-oriented, accurate, organized, analytical, flexible and able to meet deadlines.
- Excellent time management skills with the ability to handle multiple projects simultaneously.
- Ability to communicate effectively internally and externally, with peer and administrative levels, and with students and parents.
- Work both independently and as part of a team.
- Work a flexible schedule including evenings, weekends and holidays.

DIRECTOR OF COMMUNICATIONS AND DEVELOPMENT - Responsible for communicating the School's mission and brand, managing the School's public relations as well as crafting and implementing strategies for raising funds to meet annual and multi-year goals. S/he will also build and maintain strong relationships with existing and potential donors. Reports to the Administrative Director of Student Services and works closely with the Executive Director on important strategic initiatives. The Development Director is an exempt classified position.

Duties and Responsibilities

- Build meaningful relationships in the community and network with community leaders and influencers to promote a positive view of GHC.
- Manage media relations, public affairs consultant and press conferences. Identify story-telling opportunities, streamline communications strategies and direct implementation.
- Develop a traditional and digital media strategy to elevate GHC's public profile, enrollment events and achievements.
- Ensure all communications, development and outreach projects adhere to strategic themes and guidelines and present a seamless image of the school.
- To advance advocacy, identify and mobilize parent, student and staff ambassadors by implementing a strategic recruitment process, formal and informal training sessions and oversight of GHC ambassadors.
- Direct advocacy efforts including hosting elected officials at school-based events, supporting state-wide and local initiatives to increase awareness on education-related elections and issues, and cascading messaging to school community.
- Develop and lead alumni engagement strategies to foster longstanding relationships.
- Spearhead special events related to community engagement and contribute to the school's advancement goals.
- Direct all operations corresponding to international relations with study abroad and/or exchange programs.

- Oversee marketing projects including visual identity creation, management and execution including logo, branding and creative services.
- Create and manage storytelling tools such as film, collateral materials, photography and digital assets.
- Manage social media strategies and team to create authentic, relevant and dynamic social media communications channels.
- Cultivate, locate and manage individual donors, grants including municipal and foundation, and corporate fundraising opportunities, sponsorships and donations.
- Oversee Annual Fund giving including promotion, reporting and acknowledgement.
- Manage and provide direction for digital and outreach coordinators.
- Conduct oral presentations on GHC to the local community including commerce groups and leadership groups.
- Consult regularly with Executive Director to ensure initiatives align with overall vision and strategy.
- Supervise Webmaster, Community Engagement Coordinator, Social Media Intern and team

Qualifications

- Bachelor's degree
- Proven track record in developing and managing successful giving programs
- Ability to meet school established fundraising goals
- Demonstrated experience with elements of nonprofit fundraising
- Outstanding written and verbal communication skills; strategic thinker
- Excellent interpersonal and networking skills; service and team ethic
- Proficient in Excel, web-based research, and social media
- Experience with database management
- Self-motivated; energetic and ability to work independently
- Detail oriented and well-organized; able to manage multiple projects

Ability to

- Supervise, train, and evaluate the work performance of employees
- Work effectively with school personnel, students, parents, and community groups
- Communicate effectively orally and in writing
- Complete all tasks in a timely manner
- Plan and direct complex projects

CAS (Community Action Service) COORDINATOR - Responsible for overseeing the implementation of student CAS projects, and supporting the International Baccalaureate (IB) and Advance Placement Capstone (APC) programs. The IB/AP Support Program and CAS Coordinator is an exempt classified position.

Duties and Responsibilities

- Develop and maintain CAS policy statements in conjunction with the IB Administrator.
- Develop and maintain CAS documentation forms and requirements.

- Develop and implement lessons aimed at introducing CAS requirements, modeling ample projects, establishing personal and social goals, and writing mission/impact statements.
- Guide and evaluate student CAS project goals and mission/impact statements.
- Approve final CAS project goals and mission statements.
- Provide leadership and PD for staff involved with CAS projects and activities.
- Work with Administrator in developing CAS policy statements.
- Work with Administrator in developing CAS documentation forms and requirements.
- Ensure that students, parents, and school staff are kept informed about CAS.
- Publicize student CAS achievements.
- Report student achievement to the IB as required by IB.
- Contact and maintain positive relationships with outside individuals and agencies assisting with student CAS projects. Work with Director of Communications and Development in developing alliances with the community.
- Record keeping and management of managebac.com database.
- Monitor the range and balance of activities undertaken by individual students.
- Develop students' powers of reflection through group discussion and individual consultation.
- Read and respond to student CAS journals and reflections.
- Help students to make connections (to IB courses, to global concerns) and to look for generalizable understandings.
- Monitor student attendance at CAS activities.
- Work with students to produce their final portfolio.
- Assess final portfolio (binder, video, website, etc.) and final CAS presentation of findings to school and community and communicate results to the IB Organization via the IB Information System.
- Research models for Internal Review Board (IRB) to support APC research.
- Collaborate with teachers to review and discuss format and models.
- Bring proposal to GHC School Board and implement the IRB process.
- Coordinate all aspects of activities that impact the Diploma process for IB/AP Capstone programs and collaborate with teachers to ensure there is continuous focus on improving student achievement, as well as enhancing growth and development
- Manage and facilitate parent and community communication and conduct parent meetings to support completion of diploma requirements.
- Research programs that may provide further opportunities for community service and student research.
- Assist students with access to internships and mentors in the workforce.
- Provide Targeted Academic Support for both IB and AP Capstone students.
- Build IB/APC Alumni database and outreach with collaboration with the Director of Communications.
- Other duties as assigned

Qualifications

- Bachelor's degree or higher
- Outstanding written and verbal communication skills; strategic thinker
- Self-motivated; energetic and ability to work independently

- Detail oriented and well-organized; able to manage multiple projects
- Previous experience with IB Programs

Ability to

- Work effectively with school personnel, students and parents
- Communicate effectively orally and in writing
- Complete all tasks in a timely manner
- Plan and direct complex projects

AFTER HOURS PROGRAM COORDINATOR - Under the general supervision of an administrator, organize and supervise the operation of the AHA program and associated personnel; perform related duties as assigned. This is a classified, hourly position.

Typical Duties

- Design, plan, organize, supervise and participate in the operation of the GHCHS AHA program per 21st Century Assets Grant requirements and student need.
- Plan and supervise a responsive environment for the optimum growth and development of high school-age children.
- Interview, hire, and manage instructional aides, academic tutors, enrichment instructors and peer tutors.
- Train new staff and peer tutors on program organization, structure, and emergency procedures and school rules, policies and expectations.
- Schedule and conduct regular staff meetings and provide for in-service training.
- Evaluate AHA staff on a semester basis.
- Schedule and supervise the work of assigned employees and arrange for substitutes as authorized.
- Maintain regular accounting procedures for all equipment and supply inventories.
- Enroll students, maintain attendance and registration data, and provide reports as prescribed by CDE and the AHA program.
- Maintain an active program to promote enrollment, communicate the activities of the AHA program, and recruit volunteers to assist with instruction.
- Plan and conduct orientations for parents about program policies and procedures and maintain a regular system of activities to enhance parent-school relations and involvement.
- Administer first aid or necessary physical assistance to ill or distressed students; notifying appropriate personnel.
- Assure program compliance with required health and safety regulations.
- Act as liaison between AHA personnel and school staff.
- Complete all semester-end and year-end CDE grant compliance requirements.
- Other duties as assigned.

Knowledge of

- Learning and behavior patterns of children.
- Basic math - arithmetic addition, subtraction, division and multiplication.

- Record keeping techniques.
- Child behavior and behavior modification.
- Principles of supervision and training of adults.
- First aid.
- Generally accepted standards of health and sanitation.
- Diverse cultural communities and backgrounds.

Ability to

- Learn and follow AHA rules, regulations, and daily practices of operating the AHA program.
- Direct the activities of children and assigned personnel providing a positive environment for children.
- Work within alternating work schedule for program coverage and occasional evening/weekend parent meetings or student activities
- Maintain clear and accurate records.
- Prepare and/or present clear and concise reports.
- Supervise, train, motivate and evaluate personnel.
- Interpret provision of law, rules, regulations and district policy to staff, other agencies, parents and the public.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Demonstrate tact and sound judgment.
- Deal with changing circumstances.
- Demonstrate flexibility, understanding, and patience, toward students and parents.
- Operate a variety of office and classroom related equipment and school information systems and databases.

Qualifications

- Bachelor's Degree
- 2+ years of office experience
- Ability to use Microsoft Word, Excel
- Experience in Parent Education and Youth Empowerment
- Excellent written and oral communication skills, and organization skills
- Take initiative and problem solve
- Organized, punctual and able to meet deadlines
- Communicates effectively and work cooperatively with individuals from diverse backgrounds
- Bilingual in Spanish
- Must be comfortable working in a team environment

ATHLETIC DIRECTOR - Serves as liaison between the coaching staff and the administration of the school by supervising the overall interscholastic athletic program of the high school, meeting all league commitments and abiding by all regulations of the school, the league, and the California Interscholastic Federation (CIF), LA City Section.

Duties and Responsibilities

- Responsible for the processing of all eligibility paperwork for all teams
- Attends weekly calendar meetings to ensure athletic events are scheduled correctly
- Works closely with the Health Office concerning student eligibility
- Managed the school's Athletics webpage and approves rosters, posts schedules, posts statistics, player and coaches bios, and general team information.
- Managed Media Guides, Athletic Bulletin Boards, Sports Brochures, Video Highlights, and other Athletic Publications.
- Coordinates with the head coach of each sport in drawing up and approving team schedules.
- Posts athletic schedules on the GHC Athletic Website and appropriate school calendars.
- Monitors schedules for changes and notifies all appropriate offices and adjusts the posted schedules accordingly.
- Coordinates with the head coaches to arrange for all bus and other transportation.
- Coordinates and arranges all bus transportation for student field trips and other school-related events.
- Coordinates with student store manager to secure game officials and other necessary personnel for contests assigned.
- Coordinates with coach and administrative staff to prepare and designate visiting team arrangements.
- Coordinates with the school nurse and head coaches - all athletic paper work pertaining to physical examinations, insurance documentation, emergency information, and related documents.
- Works with the nurse to obtain the services of a team of doctor(s) or its legal substitute for football season.
- Responds to all California Interscholastic Federation (CIF) pertinent questionnaires and circulates all information to appropriate coaches.
- Submits requests for sanction for all tournaments to CIF.
- Provides copies of all schedules to CIF when needed.
- Provides a copy of CIF Rules and Regulations to all coaches.
- Coordinates with the head coach to insure that team rosters are submitted.
- Regularly monitors walk-on coaches.
- Participate in the interview and selection of coaches.
- Responsible for scheduling all required training for coaches.
- Provides input for evaluation of coaches.
- Attends all league and sectional meetings.
- Coordinates with school and Parent support organizations.

Qualifications

Knowledge of

- California Interscholastic Federation Rules and Regulations

Ability to

- Supervise, train, and evaluate the work performance of athletic coaches

- Plan, organize and coordinate athletic activities
- Communicate clearly and effectively both orally and in writing
- Exercise tact and judgment
- Establish and maintain rapport with School personnel

Essential Skills Needed

- Organization
- Multitasking
- Trustworthiness
- Fairness

Education

- Graduation from a recognized college or university with a bachelor's degree. Additional qualifying experience may be substituted for up to two years of the required education on a year-for-year basis.

Experience

- Three years of related experience

ADMISSIONS SPECIALIST - Performs a variety of independent duties to ensure the smooth and efficient operation of the Attendance Office. Facilitates the enrollment and registration of students to the School.

Duties and Responsibilities

- Provides information to families and responds to inquiries regarding enrollment in the School
- Prepares information and enrollment packets and refers inquiries to the appropriate School personnel/offices
- Conducts registrations of new students, reviewing documents and verifying residency
- Coordinates student check-out procedures
- Maintains student wait list for open enrollment
- Works as a liaison with School Attendance Investigators on address verification issues
- Works as a liaison with the county and State regarding the enrollment of homeless students
- Works as a liaison with foreign exchange programs and international scholars programs
- Guides, trains, instructs and assigns work to Office Assistants assigned to the Attendance Office
- Organizes and facilitates the summer student registration process for all students prior to the beginning of each school year
- Develops, updates and maintains forms for use in the Attendance Office
- Communicates pertinent information to other offices and staff members in a timely manner
- Provides clerical support for the Administrative Director of Student Services
- Attends trainings, staff meetings, workshops, etc., for the purpose of ensuring the efficient and effective functioning of the Attendance Office
- Performs related duties as assigned.

Qualifications

- Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office practices and procedures and business English
- Four years of experience as an administrative or office assistant with increasing responsibilities and exemplary performance reviews.
- Knowledge of
 - GHC rules, policies, organization and functions
 - Basic law and rules affecting the functions of the School
 - English composition, punctuation, spelling, grammar, proofreading and editing
 - Office practices and procedures
 - Applications of a variety of office machines, such as computers, mobile devices, and reprographic equipment
 - Microsoft Outlook, Word, PowerPoint, and Excel
 - Appropriate techniques used in providing information in person and on the telephone

Ability to

- Meet minimum requirements on Office Computer Skills testing session
- Understand, interpret, and explain provisions of federal, State and School regulations related to admissions
- Work independently with little direction
- Obtain and impart information tactfully and accurately
- Exercise initiative and good judgment observing confidentiality
- Make sound decisions and work under pressure in meeting deadlines
- Work with accuracy and attention to detail, organize files and keep accurate records
- Effectively organize and prioritize projects and daily work
- Work effectively with employees, students, and the public

RECORDS SPECIALIST - Performs a variety of independent duties to ensure the accurate maintenance of student records. Reports to the Administrative Director over counseling services.

Duties and Responsibilities

- Develops and maintains permanent cumulative files for all students
- Communicates by phone, email and facsimile with other schools or outside agencies regarding student records.
- Protects confidentiality of records and information according to all FERPA guidelines
- Assists in determining student graduation standards and whether students meet graduation requirements
- Collaborates with counselors to review, and develops a preliminary evaluation of enrolling student transcripts and coursework comparability with local coursework
- Works closely with school counselors with highly confidential information, academic counseling, and college applications
- Communicates with various offices regarding confidential student files

- Researches, compiles, monitors and trains others on data/information storage and use for the purpose of ensuring compliance with federal and State reports
- Performs a variety of technical and clerical duties involved in preparing student files for microfilming/digitizing for the purpose of creating permanent student records for efficient accessibility and storage
- Responds to inquiries from a wide variety of internal and external parties for the purpose of providing information, documentation, materials, and/or direction
- Oversees the processing of senior transcripts for college entrance and scholarships
- Processes information requested by armed services, U.S. Immigration Service, foreign exchange programs and law enforcement agencies
- Reports errors and irregularities to the Administrative Director
- Orders graduation awards and diplomas
- Performs various general clerical duties; assist Counseling Office staff as needed
- Performs related duties as assigned

Qualifications

Knowledge of

- Curriculum and graduation requirements
- Operation of a computer and assigned software
- Applicable sections of State Education Code and other applicable laws
- Basic statistical and record-keeping techniques
- Data entry and report generation
- Correct English usage, grammar, spelling, punctuation and vocabulary
- GHCHS policies and procedures related to student records

Ability to

- Meet minimum requirements on Office Computer Skills testing session
- Prepare responsible and comprehensive work in maintaining accurate student records
- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Work independently with little direction
- Analyze information accurately and adopt an effective course of action
- Communicate effectively orally and in writing
- Meet schedules and timelines

Qualifications

Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office practices and procedures, business arithmetic, and business English.

Four years of experience in the maintenance of student records in a school or District office.

SPECIAL PROGRAMS OFFICE SPECIALIST - Performs a variety of independent duties to support compliance of special education program.

Duties and Responsibilities

- Ensures accuracy of the Special Education Student Assignment Coordination (SESAC) report recording in LAUSD's Welligent system the presence, arrival and departure of all GHC students receiving special education services
- Reviews SPED documents upon arrival of newly enrolled students, requesting and entering appropriate data
- Performs a variety of technical and clerical duties involved in preparing student files for the purpose of creating and permanent IEP student records for efficient accessibility and storage
- Establish proactive scheduling of all necessary IEP meetings based on timelines in Welligent using the Master Calendar Report and create meeting invites in Outlook
- Communicates by phone, email and facsimile with other schools or outside agencies regarding student IEP records
- Researches, compiles, monitors and trains others on data/information storage and use for the purpose of ensuring compliance with district timelines
- Responds to inquiries from a wide variety of internal and external parties for the purpose of providing information, documentation, materials, and/or direction
- Reports errors and irregularities to the Administrative Director
- Guides, trains, instructs and assigns work to Office Assistants assigned to the Special Programs Office
- Develops, updates and maintains forms for use in the Special Programs Office
- Develops and maintains permanent cumulative files for all students
- Works as a liaison and communicates with other offices and staff members on pertinent student IEP information
- Provides clerical support for the Administrative Director of Special Education
- Attends trainings, staff meetings, workshops, etc., for the purpose of ensuring the efficient and effective functioning of the Special Programs Office
- Performs related duties as assigned.

Qualifications

Knowledge of

- Operation of a computer and assigned software
- Applicable sections of State Education Code and other applicable laws
- Basic statistical and record-keeping techniques
- Data entry and report generation
- Correct English usage, grammar, spelling, punctuation and vocabulary
- GHC policies and procedures related to student records
- GHC rules, policies, organization and functions

- Basic law and rules affecting the functions of the School
- English composition, punctuation, spelling, grammar, proofreading and editing
- Office practices and procedures
- Applications of a variety of office machines, such as computers, mobile devices, and reprographic equipment
- Microsoft Outlook, Word, PowerPoint, and Excel
- Appropriate techniques used in providing information in person and on the telephone

Ability to

- Meet minimum requirements on Office Computer Skills testing session
- Prepare responsible and comprehensive work in maintaining accurate student records
- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Work independently with little direction
- Analyze information accurately and adopt an effective course of action
- Communicate effectively orally and in writing
- Sit and stand for long periods of time
- Meet schedules and IEP compliance timelines
- Obtain and impart information tactfully and accurately
- Exercise initiative and good judgment observing confidentiality
- Make sound decisions and work under pressure in meeting deadlines
- Work with accuracy and attention to detail, organize files and keep accurate records
- Effectively organize and prioritize projects and daily work

Qualifications

- Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office practices and procedures, business arithmetic, and business English.
- Minimum of two years of administrative or office assistant experience demonstrating experience with maintaining a database including data entry, extraction, exporting and reporting of database records and information with increasing responsibilities and exemplary performance reviews. Previous office and Welligent experience preferred.
- Must be knowledgeable of, or able and willing to learn, Welligent as the mandatory special education software program, as well as eSchool, the student information system

ACCOUNTING ASSOCIATE – Under the supervision of the Chief Business Officer, performs a multitude of business office functions including the preparation of reports and offers a detailed-oriented, highly organized professional the opportunity to apply accounting expertise.

Duties and Responsibilities

- Prepare and maintain accurate financial reports and accounting files for budgeting and accounting purposes. Typical tasks include performing bank reconciliations, preparing journal entries, processing payroll liabilities and preparing monthly financial statements.
- Perform all accounts payable services including reviewing and auditing vendor invoices, preparing check requests, monitoring financial activities, aligning monthly spending with budgets, and maintaining vendor files.
- Prepare all financial reporting (4 to 5 times a year) to the chartering agency.
- Prepare and Report quarterly and annual Federal and State taxes.
- Prepare and submit monthly attendance report to LEA.
- Prepare and record bank deposits.
- Track and Process Purchase Orders
- Review and audit general ledger entries for accuracy (and balancing as needed). Prepare year-end journal entries including accruals and depreciation. Along with the Chief Business Officer, serve as a liaison with external auditors.
- Assist with the creation of annual budget of the school.
- Understand and be able to discuss the financial condition of the school.
- Work closely with health benefit plan administrators.
- Assist in other business services related activities such as insurance renewals, compliance reporting, health benefits, flexible spending accounts, etc.

Qualifications

- Knowledge of GAAP, business principles and standard operating practices. Strong accounting background.
- Knowledge of integrated payroll and accounting systems required.
- Computer skills and proficiency in Microsoft Office (Word & Excel).
- Team player. Self-starter able to prioritize and multi-task.
- Organizational skills with attention to detail.
- Good communication skills.
- Demonstrated ability to initiate and maintain effective and cooperative relationships with stakeholders.

OFFICE ASSISTANT - Performs a variety of clerical duties of a routine and recurring nature.

Duties and Responsibilities

- Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.
- Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports.
- Checks forms and records for completeness and accuracy.
- Maintains files, records, and other information.
- Responds to employee/public inquiries by telephone and in person to provide or request

information.

- Orders, receives, and distributes incoming and outgoing correspondence.
- Operates a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, facsimile machines, etc.
- Reports software and hardware problems to Technology Department.
- May prepare, modify, and update simple spreadsheets.
- May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records.
- May orient and train new employees and/or student workers in office procedures.

Qualifications

Knowledge of

- English composition
- Basic arithmetic
- Office practices and procedures
- Operation of various office machines
- Microsoft Windows operating system
- Microsoft Office 2010
- Web browsing techniques
- Appropriate techniques used in providing information in person and on the telephone

Ability to

- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Use computer hardware to input, edit, and format data and information
- Produce word-processing, email documents, and spreadsheets
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard

Education: Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office practices and procedures, business arithmetic, and business English.

WEBMASTER/DIGITAL COORDINATOR

Duties and Responsibilities

- Publish and update new and existing web pages through a Content Management System (CMS)
- Create and assure the functionality of web pages links, online forms, surveys, and scripts running behind the website
- Convert fields between various formats
- Determine appropriate compression techniques, resolution size, color maps, and depths to ensure that images are delivered to the viewer in sufficiently high speed and quality

- Maintain records and prepare periodic reports regarding website design and implementation activities and user traffic statistics
- Converse with appropriate personnel and assure high quality, accessibility, integrity, consistency and accuracy of the content
- Answer telephone requests from parents, students, and community members
- Update and post the daily bulletin

Qualifications

Knowledge of - Adobe Premier Pro, Adobe InDesign, Acrobat, Photoshop or equivalent, Illustrator, Dreamweaver.

Education - Graduation from high school or equivalent evidence of educational proficiency at the high school level.

iGRANADA BLENDED LEARNING PROGRAM ADVISOR - Responsible for the guidance and facilitation of successful course work completion within the Blended Learning program.

Duties and Responsibilities

- Effectively guide and coach students in a blended learning program toward the successful completion of their online curriculum and face to face requirements.
- Facilitate students' understanding of course content and requirements.
- Support the iGranada Supervisor/Administrator in the implementation of student intervention when directed.
- Work with other employees to address and resolve student issues.
- Work with parents and other staff toward achieving the goals and implementing the instructional vision set forth by the School.
- Maintain documentation of efforts to create consistent and meaningful communication with parents.
- Participate in professional development.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Complete special projects as assigned.

Minimum Qualifications

- Bachelor's Degree
- Successful passage of CBEST (California Basic Educational Skills Test)
- Ability to speak English using good vocabulary
- Ability to communicate and relate effectively with students

Preferred Qualifications (The most competitive candidates will possess one or more of the following qualifications)

- BA/BS Degree in a core subject matter

- Master's Degree
- Previous or current successful teaching or classroom experience

SPECIAL EDUCATION ASSISTANT - Assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises.

Duties and Responsibilities

- Performs a variety of activities pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledges, and skills in students.
- Presents lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by the teacher in the presence of a certificated teacher.
- Helps students to use books, classroom materials and equipment.
- Adjusts or re-phrases portions of texts and classroom instructions.
- Keeps routine records related to attendance, grades and test scores.
- Operates audio-visual equipment and prepares or uses other materials and methods to assist teachers in presenting lessons to students.
- Assists teachers in directing activities.
- May assist students on and off the bus, and may lift students in and out of wheelchairs or other locomotive devices.
- May assist students with all aspects of toileting.
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers.
- Assists teachers in maintaining discipline and encouraging acceptable behavior by the students.
- Assists teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations.
- May take notes for a student or students where designated in an IEP.
- Assists students with organizational support including recording assignments, documenting due dates, and providing prompts for upcoming quizzes and tests.
- Moves around in the classroom amongst the students, prompting students to attend to class activities, and checking behavior that may otherwise interfere with the learning process.
- May manage communication logs between the classroom and home -including faxing such documents.
- Performs related duties as assigned.

Qualifications

Ability to

- Speak English using good vocabulary
- Communicate and relate effectively with students
- Act calmly and appropriately in emergencies
- Take orders and follow instructions accurately

Entrance Qualifications

- Education: Graduation from high school or evidence of equivalent educational proficiency and possession of an AA Degree or at least 60 college units – Child Development courses preferred.
 - All assistants hired after August 1, 2011 will be required to have a BA degree.
 - All assistants hired after August 1, 2012 will be required to have a BA degree and to have passed the California Basic Skills Test.

SIGN LANGUAGE INTERPRETER - Facilitates communication between deaf or hearing-impaired students and hearing instructors, staff members and peers within an educational environment, using any of a variety of manual and verbal communication systems in a highly proficient manner, reflecting the affect of the speaker and/or signer.

A Sign Language Interpreter provides communication through the use of sign-to-English and English to-sign skills, using manual sign systems such as American Sign Language, Conceptually Accurate Signed English, Signed Exact English, Manually Coded English, and Pidgin Signed English in a highly proficient manner.

Duties and Responsibilities

- Interprets for deaf or hard of hearing students in a variety of educational settings, including but not limited to, classroom lectures and activities, group discussions, assemblies, and counseling sessions, using various sign language systems and voice interpretation at a normal conversational rate
- Interprets at off-campus activities such as field trips, job interviews, and extra-curricular activities
- Confers with students, faculty and staff to develop new signs for technical subject matter
- Provides voice interpretation for deaf or hard of hearing individuals as needed
- Participates in standardizing signs used in the educational setting
- Assists students with limited language abilities in developing communication skills such as sign language and English
- Tutors the student who is deaf or hard of hearing as a participant of the educational team in academic, vocational and related subjects with teacher support
- Takes notes in classroom either by utilizing the provided technology or by hand in order to enhance communication access for students who are transitioning to manual communication
- Works with teachers to develop ways of increasing interaction between deaf students and their peers
- Plans and prepares for interpreting and academic support
- Collaborates regularly with the educational team including the DHH Teacher, DHH Interpreters, general education teachers, special education teachers and IEP Team
- Performs related duties as assigned
- Attend and actively participate in the events as assigned by administrator of Special Education as follows
 - Transition Fair for Students with Disabilities

- Back-to-School Night
- Open House
- Graduation

Qualifications

Knowledge of

- Expressive and receptive forms of sign language systems which may include American Sign Language, Conceptually Accurate Signed English, Signed Exact English, Manually Coded English, and Pidgin Signed English
- Interpreting strategies and techniques necessary to accommodate individual needs of students in a variety of educational settings
- The Registry of Interpreters for the Deaf Interpreter Code of Ethics
- Language development
- Deafness and foundational concepts of deaf culture
- The unique needs of, and issues, pertinent to the Deaf and hard of hearing, specifically the understanding of student's language acquisition and any deficits which may impede his/her academic access and success

Ability to

- Interpret and communicate fluently and with high proficiency in the sign language system appropriate to the individual needs of the students
- Assess and adjust to students' language abilities and their preferred communication system
- Maintain confidentiality and impartiality
- Understand and carry out written and oral instructions
- Convey information promoting the awareness of the unique needs of, and issues pertinent to, deaf or hard of hearing individuals
- Understand and express common technical and vernacular expressions used in the classroom in a clear manner
- Demonstrate sensitivity to the communication process between deaf or hard of hearing individuals and the needs of the persons involved in that process
- Establish and maintain positive interpersonal relationships with others
- Speak and write English clearly and effectively
- Demonstrate academic skills and knowledge in various disciplines at the high school level in order to interpret highly technical concepts and terminology accurately and meaningfully
- Exhibit flexibility with schedule changes and assignments based on student, educational, and program needs
- Special Physical Requirements
 - Hearing acuity sufficient to understand information to be interpreted in a variety of educational environments
 - Facial dexterity to produce readable mouth movements for specific sign language expressions
 - Manual dexterity to produce readable sign language through movement of fingers and arms

- Visual acuity to see information to be voiced (such as sign language and facial expressions)

Education - Graduation from high school or evidence of equivalent educational proficiency.

Experience - Two years of experience in providing sign-to-English (receptive skills) and English-to-sign (Expressive Skills) interpreting in one or more sign systems/languages is preferable.

Special - As required by the California Department of Education Code (Section 3051.16), a sign language interpreter must be certified by the National Registry of Interpreters for the Deaf (RID) or equivalent.

Acceptable equivalent certifications include

- National Association of the Deaf (NAD) Interpreter Certification, Level 4 or above
- American Consortium of Certified Interpreters (ACCI), Level 4 or above
- Educational Interpreter Performance Evaluation (EIPA), Level 4 or above
- Educational Sign System Evaluation (ESSE), Level 4 or above

BUILDINGS AND GROUNDS WORKER - Responsible for keeping assigned building(s) clean, safe, functional, and secure in accordance with prescribed codes and established school policies and standards. A B/G Worker must maintain all assigned building(s) in a state of operational excellence such that they present no interruptions, distractions, or obstacles to the education program.

Duties and Responsibilities

- Perform regular custodial duties in assigned area(s) of building(s).
- Accept instructions from supervisor verbally or in writing.
- Provide services as necessary to support curricular and extracurricular events and activities.
- Maintain inventory of custodial/maintenance supplies and equipment.
- Restock disposable custodial/maintenance items and provide supervisor with inventory usage data.
- Clean and preserve designated spaces, equipment, furniture, etc. in the building(s).
- Assist visiting members of the public who are utilizing the facilities.
- Maintain work related records and prepare work reports as directed.
- Project a positive image for the school whenever the public, guests, or visitors are in the building on or the campus.
- Work closely with the supervisor and/or administrator to be prepared for scheduled evening activities and unscheduled events as needed.
- Maintain building and grounds security by opening/closing the building each school day and during special events as directed.
- Work on call as needed at any time for emergency repairs, equipment monitoring, overtime, or special needs falling outside of normal working hours.
- Identify and schedule work to be performed during summer, winter and spring break.
- Accept other duties as assigned by the Director of Facilities.

Qualifications

- High school diploma or general education degree (GED). Two years or equivalent experience in the custodial field.
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence in English.
- Ability to add, subtract, multiply and divide in all units of measure.
- Ability to apply common-sense understanding to carry out instructions furnished in written, oral or diagram form.

Physical Requirements

- While performing the duties of this job, the employee is regularly required to stand; walk; use hands and fingers to handle or feel objects, tools, or controls; and give and receive oral and written instructions. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop, or kneel, reach above the head, and reach forward. The employee frequently uses hand strength to grasp tools and rungs of ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job.
- The employee must frequently lift and/or move up to 50 pounds, including cleaning supplies, pails, and bags/boxes. Occasionally the employee will lift or move up to 80 pounds, including furniture. The employee will sometimes push or pull items such as tables, bleachers, scrubbing machines, etc. This job requires close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

CAFETERIA WORKER – Prepares, produces, heats, cooks, and serves a variety of foods from fresh, canned, dry, or frozen states according to recipes and assists in other related tasks in a designated food service production and/or service area.

Duties and Responsibilities

- Prepares and produces a variety of foods including soups, entrees, meats, vegetables, desserts, breads, salads, sandwiches, beverages, or other foods and beverages as specified by the menus, recipes, and production records.
- Sets up and merchandises food and food service areas and serves food.
- Operates kitchen equipment such as electric mixers, slicers, choppers and grinders.
- Utilizes kitchenware such as knives, spatulas, whisks, tongs, spoons, and ladles.
- Practices safe food handling according to HACCP and LA County Health Department
- Assists in the monitoring, reduction, and management of food waste.
- Cleans and sanitizes pots, pans, and kitchen utensils.
- Performs daily, weekly, and monthly deep cleaning of the facility, service areas, and all kitchen equipment such as counters, tables, ovens, refrigerators, freezers, mixers, transient hot carts, mobile carts, and rolling racks.
- Mops floors and disposes of waste according to the Food Services Operating Procedures, OSHA, the State, and LA County Health Department processes and procedures.

- Receives, labels, and stores food and supplies according to produce and Food Service HACCP Standards.
- Assists in taking inventory.
- Assists in preparing sales, production and other reports.
- May accept and count money, tickets, or cards for redemption of foods and beverages during breakfast, nutrition, lunch, snacks, or other special meal periods in accordance with the regulations of the National School Breakfast and National School Lunch Programs.
- Performs related duties as assigned.

Qualifications

Knowledge of

- Methods of preparing, producing, heating, cooking, and serving a variety of foods from fresh, canned, dry or frozen
- Use and care of kitchen equipment and utensils
- Cleaning and sanitation methods used in a food service environment
- Food storage methods
- Basic arithmetic (i.e. addition, subtraction, multiplication, and division)

Ability to

- Prepare, produce, heat, cook and serve a variety of foods
- Work rapidly and efficiently in performing job duties
- Work cohesively with peers, supervisors, school personnel, and students
- Work in large groups and crowds
- Apply and maintain standards of cleanliness, sanitation, and personal hygiene
- Read, write, and communicate in English
- Count money and make change accurately
- Demonstrate customer service skills on an ongoing basis

Special Physical Requirements

- Safely lift and carry objects weighing up to 50 pounds
- Stand and walk on concrete and tile floors for long periods of time
- Withstand a wide range of temperatures
- Work in refrigerated areas

Education - Graduation from high school or evidence of equivalent educational proficiency.

CAMPUS SECURITY AIDE - Under the supervision of the Administrative Director of Student Services and Facilities and Safety Manager, the Campus Security Aide assists in maintaining campus security against external intrusion, assists in maintaining acceptable student conduct, and performs related duties as assigned.

Duties and Responsibilities

- Supervises activities occurring on the campus grounds, the periphery of the campus and in the parking lots before and after school.

- Patrols corridors, locker rooms, campus buildings and restrooms during class hours to prevent improper, unsafe or illegal activities.
- Monitors, locks and unlocks campus gates and prevents unauthorized persons from loitering near or entering the campus.
- Reports any problems or concerns to a supervisor.
- Assists staff in maintaining order as needed.
- Assists staff in supervising students during authorized school activities, including social events, programs, and athletic events.
- Prevents unauthorized student departures from school grounds during breaks and class time.
- Deals with unruly individuals on campus.
- Communicates with and encourages students to behave appropriately.
- Controls and reports any loss, damage or misuse of school property or equipment.
- Works closely with law enforcement authorities in potential or alleged violations.
- Performs related duties as assigned.

Qualifications

Knowledge of - CPR and first aid; the methods of individual and group supervision; group law enforcement procedures; and the attitudes and behaviors of high school students.

Ability to - Learn and interpret specific rules, laws and policies related to student behavior and apply them with good judgment; perform first aid and CPR; deal effectively with a wide variety of personalities and situations requiring diplomacy, poise and firmness; detect and prevent criminal activity; think and act quickly in emergencies; suppress student disturbances; keep accurate records and submit clear and concise reports; follow oral and written directions; establish and maintain effective working relations with staff, students and parents, and perform physical tasks required in campus supervision.

Education - Graduation from high school or evidence of equivalent educational proficiency.

INSTRUCTIONAL ASSISTANT - Under the supervision of the site administrator and the direction of a certificated staff member, performs the necessary duties to assist in the planning and implementation of a program for the regular and special needs of children in the classroom.

- Candidates interested in supporting **Math Instructors** must be proficient in Algebra I/II, and Geometry (Statistics, Pre-Calc, and Calculus a plus).
- Candidates interested in supporting **Science Instructors** must be proficient in Biology, Chemistry, and Physics.
- Candidates interested in supporting **English Instructors** should have course work in literature studies and composition.

Duties and Responsibilities

- Provide direct instruction of students under direct supervision of teacher.

- Conduct instructional activities assigned by the teacher; work with individual students or small groups for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching their academic goals and grade-level standards.
- Implement, under the supervision of assigned teacher, instructional programs and lesson plans for the purpose of assisting the teacher in improving students' academic success through a defined course of study.
- Assist in classroom management.
- Assist teacher in preparing instructional materials.
- Function as an appropriate role model for children, providing proper examples, emotional support, and a friendly attitude and general guidance.
- Demonstrate regular attendance and punctuality.

Qualifications

Education - Two years of study (Associates Degree), or higher, at college and/or university.

Special Knowledge/Skills

- Ability to assist in instructing reading, writing, and mathematics.
- Ability to work well with adolescent students
- Ability to communicate effectively

Experience

- Background to include activities that involve students and an interest in working with adolescents.
- Experience working in an instructional environment.
- Experience or education in the areas of child development.

EMPLOYEE PROCESSING

All staff applicants will be required to

- Provide TB clearance
- Submit fingerprints for background investigation (DOJ, FBI);
- Provide proof of authorization to work in the United States; and
- Complete the Mandated Reporter training course

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

Day-to-Day Substitutes

Granada Hills Charter will utilize qualified substitutes from our own sub pool or the services of an outside provider and will ensure that all substitutes clear the appropriate criminal background check and are free from active tuberculosis.

Work Basis and Duties

All employees will adhere to contracts created by GHC and, when applicable, subject to a collective bargaining agreement (CBA). Granada Hills Charter has the right to set work schedules with comparable compensation based on student needs, staffing patterns and fiscal capabilities subject to a CBA when applicable.

COMPENSATION

Salary Schedule

Granada Hills Charter employees' compensation will be competitive with compensation throughout Los Angeles County. Granada Hills Charter will review and revise its compensation schedules as needed and where applicable, subject to collective bargaining agreements.

Differentials

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

Examples of Differentials

- National Board Certified Teacher
- Degree differential (certificated and classified)
- Department Chairs and Instructional Advisors
- Other instructional leadership positions
- Induction program mentors

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

PERFORMANCE EVALUATION

Executive Director

The Governing Board will establish specific goals based on the "California Professional Standards for Education Leaders" for the Executive Director at the beginning of the school year. The Governing Board will evaluate the accomplishment of all goals and make recommendations for the next school year as needed in a written evaluation.

Chief Academic Officer, Chief Business Officer, and Administrative Directors

The Executive Director shall evaluate the administrative team annually and issue employment agreements based on performance evaluation.

Certificated Staff

Evaluations shall adhere to provisions agreed to through the collective bargaining process between GHC and GHC-UTLA, or any other collective bargaining agreement that may be entered into by GHC in the

future. All evaluations will be conducted by the school management team (the Executive Director and Administrative Team). Granada Hills Charter may develop its own personnel evaluation instruments that are aligned with the California Professional Teaching Standards. Staff evaluation and termination will be conducted in accordance with applicable law and terms of the applicable collective bargaining agreement.

Teacher Evaluation Process

Professional Practice – A Framework for Teaching: The California Standards for the Teaching Profession (CSTPs) guide the Stull process and are used as a tool for observation and providing feedback to teachers. GHC also uses a blend of the Danielson and Marzano frameworks for observation and feedback to teachers. Teachers have a clear understanding of the expectations of classroom performance. All teachers scheduled for evaluation in any given year, provide an Initial Planning Sheet (IPS) addressing the teaching standards and meet with the administrator in an Initial Planning Conference (IPC). Individual meeting times provide an opportunity for teachers to collaboratively establish goals and clearly articulated outcomes with their supervising administrator.

Danielson's and Marzano's observation protocols are utilized to provide feedback to teachers.

Internal and external measures of student achievement are used to assess teacher efficacy. Student performance is reflected in overall staff evaluation.

Paraprofessionals

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

Classified

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

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

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.”
(Ed. Code § 47605(b)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be

required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

California Department of Justice's confirmed Custodians of Records for Granada Hills Charter are the Human Resources Manager, the Human Resources Assistant Manager and the Human Resources Office Assistant.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

If an employee witnesses, has been made aware of, has knowledge of, or reasonably suspects that an incident, behavior, or conduct maybe an indication of suspected child abuse, the employee shall make a telephone report of the suspected child abuse immediately, or as soon as possible, to an appropriate child protective agency, either the Department of Child and Family Services or the Los Angeles Police Department. The reporting party will receive a case number and needs to file the report online with the agency called within 36 hours of receiving the information.

Medication in School

Granada Hills Charter will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Blood Borne Pathogens

Granada Hills Charter shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Governing Board shall establish a written

infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Drug Free/Alcohol Free/Smoke Free Environment

Granada Hills Charter shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The school’s safety procedures will be in accordance with the District Required Language.

Lead Testing of School Water System

GHC shall cooperate with the community water system and LAUSD to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, GHC will shut down the fountains or faucets with elevated levels,

and will notify the parents/guardians of GHC students in accordance with Health & Safety Code Section 116277.

Food and Beverage Advertising

GHC shall not advertise any food or beverage during the school day, or participate in a corporate incentive program that rewards pupils with free or discounted foods or beverages that do not comply with nutritional standards, except as permitted under Education Code Section 49431.9.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status per AB699, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Food Services

Granada Hills Charter will provide the best food services available that comply with state regulations using an automated system that allows for all students to use their student identification by way of finger scan as a means of payment for food (including students who receive free and reduced meals). There is a Hazard Analysis Critical Control Point (HACCP) system in place to assure that there is a safe environment for the processing of all foods from the point of entry to the point of sale. Cafeteria workers are trained for cafeteria safety and food handling at monthly staff meetings.

GHC STUDENT WELLNESS POLICY

The Governing Board of Granada Hills Charter High School (the "Board") recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for Granada Hills Charter High School ("GHC") students. The Charter School, in collaboration with parents and appropriate community members, shall build a coordinated approach that supports and reinforces student wellness through health education, physical education and activity, health services, nutrition services, and services which promote the overall health of students. In doing so, the Charter School shall promote a safe, positive school environment by prohibiting bullying and harassment of all students, including on the basis of weight or health condition.

This Policy has been developed with the involvement of an ongoing Wellness Committee comprised of parents/guardians, students, administrators, child nutrition professionals, physical education teachers, school health professionals, Board members and community members, and includes goals for nutrition education, physical activity, and school-based activities that promote student wellness.

Nutrition Education

Nutrition education shall be provided as part of the Charter School's health education program and/or science program in grades 9 - 12 and shall be integrated as appropriate into core academic subjects.

The Charter School's nutrition education and physical education programs shall be based on research that supports the state's curriculum frameworks and is designed to guide students in developing and maintaining a healthy lifestyle.

Physical Education and Activity

All students will be provided opportunities to be physically active on a regular basis in areas such as physical education classes, sports, recess, and wider integration into the classroom setting.

Health Promotion

GHC will promote the adoption of health-enhancing behaviors through nutrition activities, extracurricular and recreational physical activity programs, making school spaces and facilities available for use, and partnering with parents to meet physical activity recommendations.

Staff as Role Models

GHC shall encourage staff to serve as positive role models and, as appropriate, shall support professional development that includes instructional strategies that assess health knowledge and promote healthy behaviors.

Dissemination of Health Information

To encourage consistent health messages between the home and school environment, GHC may disseminate health information to parents/guardians through school communications, school lunch menus, or other appropriate venues. Such communication should emphasize the relationship between student health and academic performance.

Nutrition Guidelines for Foods Offered to Students

Cafeteria Services shall meet or exceed established state and federal guidelines for all foods served by the program during the school day. Such guidelines shall be implemented with the objective of promoting student health and reducing childhood obesity.

The Board believes that foods and beverages available to students at the Charter School should support the health curriculum and promote optimal health. GHC shall encourage staff, students, and parents to use healthy food items or non-food items as part of classroom parties and fundraising activities. Foods and beverages served during fundraisers shall at a minimum comply with state and federal regulations, and food used as a reward for student behavior shall be discouraged.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations. In order to maximize the Charter School's ability to provide nutritious meals and snacks, GHC shall participate in available federal school nutrition programs including the National School Lunch and School Breakfast Programs to the extent possible. The Charter School shall promote participation in these programs among students, and make applications as accessible as possible.

Program Implementation and Evaluation

Appropriate departments have been designated to be responsible for each area specified by the policy. A biannual assessment shall include the extent to which the Charter School is in compliance with the wellness policy, a description of the progress made in attaining wellness policy goals, and the extent to which this policy compares to model wellness policies available from the USDA, and will be posted on the Cafeteria services Website.

Wellness Committee

- 1) A Wellness Committee will develop and monitor implementation of the Student Wellness Policy.
 - a) The Committee will be comprised of parents/guardians, students, administrators, instructional staff, child nutrition professionals, school health professionals, Board member, and community members.
 - b) The Committee will meet a minimum of once per semester to evaluate implementation of the Student Wellness Policy, and increase the frequency of meetings as it is deemed necessary.
 - c) Proposed amendments to the policy will be submitted to the Board for approval.
 - d) Charter School employees will be strongly encouraged to participate in the Wellness Committee.
 - e) The Wellness Committee will be encouraged to explore the possibility of grant applications in order to help secure funding for school wellness initiatives.

Nutrition Education

- 1) GHC will teach, encourage, and support healthy eating by students through nutrition education.
 - a) Classroom teachers will be encouraged to incorporate nutrition education not only into health education classes, but also into instruction in subjects such as math, science, language arts, social sciences, and elective subjects.
 - b) Adequate and ongoing nutrition education for faculty will be provided to focus on teaching strategies that assess health knowledge and skills, and promote healthy behaviors.
 - c) Education reinforcing messages on healthy eating by linking with school meal programs, other school foods, and nutrition-related community services will be encouraged.

Physical Education and Activity

Physical education is a planned sequential program of curricula and instruction that helps students develop the knowledge, skills, and confidence necessary for an active lifestyle.

Physical activity refers to teacher-led and student-initiated physical activities throughout the day. Physical activities may include but are not limited to the following: physical education classes, games, sports, walk to school programs, dance, and movement breaks.

- 1) GHC will encourage integration of physical activity into the classroom setting in order for students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior.
 - a) Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television.
 - b) Classroom teachers will be encouraged to provide time for physical activity at the beginning of class or during breaks, or incorporated into other subject lessons (i.e. learning games that involve movement) as appropriate.
- 2) All students will receive physical education as designated in Education Codes 51210, 51222, 51223.
 - a) All physical education will be overseen by a certificated teacher.
 - b) Students will be encouraged to spend at least 50% of physical education time participating in moderate to vigorous physical activity.
 - c) Temporary exemptions from physical education should be limited to students whose medical conditions do not allow for inclusion in the general, modified, or adapted physical education program, per Education Code 51241.
 - d) Physical education and assessment will be designed to promote motor skills and physical fitness, and to help students understand, improve, and/or maintain their physical well-being.
- 3) GHC will review curriculum to ensure continuity and consistency of instruction across all content areas in which fitness, health and wellness are taught. The relevant California Content standards for Physical Education, Health and Science will be identified and brought to Curriculum Council for consideration as part of an effort to ensure students receive current and research-based information.
 - a) Professional development opportunities for Physical Education, Health and Science teachers will be identified for teachers to update their content knowledge and to share best practices.
- 4) Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment, per Education Code 49001.
- 5) Faculty will observe hot weather guidelines for athletic practice and supervised recess.

Health Promotion

Health Promotion is the encouragement of the voluntary adoption of health-enhancing behaviors through modeling, activities, and alliances with the community and media.

- 1) Nutrition promotion will include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as Wellness Awareness Month, contests, taste testing, farm visits, and school gardens. Such activities may be incorporated into nutrition education.
- 2) Fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices will be promoted.
- 3) To reinforce nutrition promotion and education, marketing and advertising of noncompliant foods and beverages will be prohibited through signage, vending machine fronts, coupon or incentive programs, or other means (Appendix E Competitive Food Regulations Summary).
- 4) GHC will encourage extracurricular and recreational physical activity programs, such as physical activity clubs or intramural programs.
 - a) GHC will offer a range of activities with a goal towards meeting the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.
- 5) GHC will encourage utilization of safe routes for students to walk and bike to school.
 - a) When appropriate, the Charter School will work together with local public works, public safety, and/or sheriff's department to accomplish this.
- 6) School spaces and facilities are available to students, staff, and community members before and after the school day, on weekends, and during school vacations when not scheduled for organized use.
 - a) Charter School policies concerning safety and facility-use will apply at all times.
- 7) GHC will make available for parents and students a list of suggested activities and resources so that they may partner with schools to help meet physical activity recommendations.
 - a) The list will be posted on the GHC website.

Dissemination of Health Information

- 1) Relevant nutrition and food safety information shall be made publicly available.
 - a) Breakfast and lunch menus, nutrition information, nutrition and food safety tips for parents, and other relevant information will be made available on the GHC website.
 - b) Communication with parents will be given a high priority. Modes for disseminating nutrition and food safety information may include email.
 - c) Contact information for Cafeteria services staff will be made available on the school website.
- 2) The Wellness Policy and related updates shall be made publicly available.
 - a) The Wellness Policy and Wellness Resources will be posted on the GHC website.
 - b) The Wellness Policy will be provided to all parents as part of the Legal Notification Handbook

- c) The Wellness Policy will be visibly posted in the cafeteria.
 - d) Announcements of revisions, Wellness Committee meeting notes, evaluations, and related information will be posted on the GHC website.
- 3) Important health updates shall be made publicly available.
- a) Information regarding vaccinations, disease outbreaks, and other health issues will be available on the GHC website and disseminated to parents via all-calls and email, as appropriate.
 - b) Contact information for the school nurses will be made available on the GHC website.
- 4) Students shall have access to information about relevant health topics, including proper hygiene, adequate hydration, and stress management.
- a) Students may receive education through nurses, handouts, posters, classes, workshops, or other means.
 - b) Nurses and staff will encourage hand washing at the appropriate times, and will remind students to cough into elbows, not hands, to avoid the spread of contagious diseases.
 - c) Nurses and staff will encourage water consumption, especially during warm weather and during exercise.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a 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.”

Ed. Code § 47605(b)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Granada Hills Charter does fully commit to continue its efforts to vigorously work at eliminating factors that perpetuate the segregation of racial groups and that cause undue racial harm.

Granada Hills Charter’s student population is a melting pot of nationalities and languages spoken. More than 40 different languages are spoken amongst students and approximately 60 nationalities are represented. Granada Hills Charter attempts to achieve a stable pupil population that represents the racial and ethnic diversity of the general population residing within the territorial jurisdiction of the District. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment.

Present high school student demographics show a wide range of racial and ethnic backgrounds, and we anticipate a similar demographic trend to comprise the grades TK-8 program. The 2017-18 grades 9-12 student population consists of 39.8 percent Hispanic or Latino, 17.6 percent Asian, 3.6 percent Black or

African American, 9.7 percent Filipino, 0.4 percent American Indian or Alaska Native, 0.3 percent Native Hawaiian or Other Pacific Islander, 25.5 percent White and 3.2 percent Multiple (or Not Reported). Since the last charter renewal in 2013, demographic changes have stabilized, with the Hispanic population increasing by 1.4 percent (vs. 8.5 percent from 2009-13), the White population increasing 2.2 percent, and other populations fluctuating by tenths of a percent. The number of students eligible for free and reduced price lunch has increased from 36.0 percent to approximately 50 percent in the last decade.

School Year	Hispanic	Asian	African-American	Filipino	Pacific Islander	American Indian/Alaskan	White	Multiple or Not Reported
2008-09	29.9	18.9	4.5	5.6	0.1	0.2	32.3	8.5
2009-10	35.7	18.0	4.4	2.1	0.2	0.3	31.2	7.7
2010-11	36.2	18.4	4.7	7.3	0.2	0.3	32.1	0.6
2011-12	36.8	17.6	4.6	7.8	0.2	0.3	31.1	1.7
2012-13	38.3	17.6	4.3	8.4	0.2	0.2	28.8	2.2
2013-14	38.6	17.6	4.1	9.4	.1	.2	27.7	2.2
2014-15	38.9	17.2	3.9	9.8	0.3	0.3	27.1	2.6
2015-16	38.7	18.1	3.7	10.1	0.4	0.2	26.1	2.7
2016-17	39.6	17.8	3.8	10.1	0.3	0.3	25.2	3.0
2017-18	39.8	17.6	3.6	9.7	0.3	0.4	25.5	3.2

Reflective of immigration trends of our geographic area, the EL population has declined since the previous charter renewal. There are currently 138 English Learners (EL) being served in English Language Development (ELD) classes and mainstreamed English core curriculum classes. English core curriculum classes are taught by CLAD/BCLAD credentialed or SB1969 certified teachers and include the services of teacher assistants. Our EL students speak 19 different languages with the top four being Spanish (41.7 percent), Armenian (13.1 percent), Arabic (9.7 percent) and Mandarin (9.0 percent). Spanish remains the language spoken by most EL students, while Armenian, Arabic, and Mandarin replaced Korean, Filipino, and Farsi.

Community Outreach

Granada Hills Charter provides outreach to all segments of the community. Examples of our outreach include the following:

- School led tours.
- Articulation evenings for all incoming and other interested students and their families, including two information meetings this summer and several scheduled this fall for the grades TK-8 program. Demand from TK-8 parents exceeds our available auditorium space with all 400 tickets to the first TK-8 fall info session being reserved in less than 24-hours from being posted online.

- Participation at various traditional public and charter school information meetings. In addition, several GHC clubs and teams (i.e. Robotics, Academic Decathlon, IB Community Service students) volunteer at neighborhood middle and elementary school and mentor younger students
- Paid social media and digital campaigns within a 25-mile radius to advertise enrollment period. For example, we paid for placement on Facebook and Instagram news feeds of middle school parents residing within 25 miles of the school and mobile app advertisements for parents that travel within our pre-charter attendance boundary zip codes. We reached over 225,000 users last year across these platforms.
- Physical mailers (postcards) to all households with eighth grade student in various San Fernando Valley zip codes, in and outside of the pre-charter attendance boundary.
- Active communication with families and the larger community through a bimonthly electronic newsletter with 25,000 readers, daily and weekly emails, text messages, school brochures, and a vibrant website that receives 265,000 page views per month and social media presence with over 10,000 followers.
- Mobile app for parents to receive instant notifications from the school directly to their mobile phone in over 60 languages. Parents can access the calendar, staff directory, daily bulletin, bell schedule, lunch balance, and student information system through the mobile app. We have 4,000 downloads of the app to-date.
- A host site for numerous community events such as the Granada Hills Holiday Parade, college and career fairs attended by students and families throughout the San Fernando Valley, and neighborhood councils.
- Table at community events including the Northridge Family Festival, YMCA Swim Day, Northridge Farmers Market and Child Development Institute, a resource center for socioeconomically disadvantaged families and children with special needs.
- Advertisements and articles in local and city media including print, television and radio.
- Active participation and membership in various San Fernando Valley and Los Angeles community and civic organizations including the Granada Hills Chamber of Commerce, Northridge Chamber of Commerce and VICA.
- Database of nearly 1,000 community businesses and non-profit organizations that provide support, resources and mentorship for our student body.
- Signatures from 342 families that express a meaningful interest in enrolling their children into the TK-8 program.
- Alumni database with nearly 500 users that provides mentoring and networking for GHC alumni with each other and with graduating seniors to foster a sense of community for students who need additional support once they arrive at college.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).”

(Ed. Code § 47605(b)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Information

For admission to GHC, students must apply directly to the school. Granada Hills Charter uses an open enrollment admission policy for all California students, and does not discriminate on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics. In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status. Granada Hills Charter will not charge tuition.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

All students are eligible to apply, and admission to the Charter School will not be based on the residence of the student or his or her parent or guardian within the state, except that, in the event a public random drawing is necessary to determine admission, preference will be given to students applying to the high school grades only who reside within the former attendance area of Granada Hills High School, in accordance with Education Code Section 47605(d)(1). The pre-charter attendance area admissions preference does not apply to the grades TK-8 program.

As an independent conversion charter school, GHC maintains an admissions policy that provides a preference to students in grades 9-12 who reside in the former attendance area. In the event that GHC is unable to serve, due to capacity, a grades 9-12 student(s) who resides in the pre-conversion attendance area, the student will be able to enroll in neighboring charter schools with space or an LAUSD school as designated by the District. In such a scenario, GHC will communicate with the District and help to facilitate placement of students. Students who are offered admissions but are not satisfied with the available course or program offerings may subsequently decline our admissions offer. Although GHC remains committed to, and does offer, a variety of academic programs and classes designed to meet the needs of all students who may wish to attend, the Charter School understands that in some circumstances, the academic programs and classes with space available at the time of enrollment are not the student's preference. If a student who is offered admission is not satisfied with the program and classes available, that student may decline GHC's admissions offer by "opting out" of the charter school, a right afforded to all students who attend California public charter schools. (Education Code Sections 47601 and 47605(f), and 5 CCR 11967.5.1(a).)

Granada Hills Charter shall provide orientation information to parents and students that explains the instructional program and policies, including, but not limited to the following:

- Student behavior codes, including the suspension and expulsion provisions

- Student dress codes
- Student attendance policy
- Parental involvement opportunities
- Care of school property
- Commitment to the academic program

Admission Requirements

Admissions policies are under the purview of the Governing Board. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to GHC. In accordance with Education Code Section 47605(d)(2), a public random drawing (“lottery”) shall be used when applications exceed the available space.

Open Enrollment and Lottery Preferences and Procedures

Existing students are guaranteed admission in the following school year.

Grades 9-12: As an independent conversion charter school, first preference for admission will be given to students residing in the former attendance area. Second preference will be given to siblings of students admitted to or attending GHC. Third preference will be given to LAUSD residents. No preference will be provided to non-LAUSD residents.

Grades TK-8: First preference will be provided to LAUSD residents. Second preference will be given to siblings of students admitted to or attending GHC. No preference will be provided to non-LAUSD students or to students who reside in the former attendance area of the charter school.

Incoming 9th grade students who reside in the pre-charter attendance area, and rising 8th grade students who are enrolled in GHC (both students who reside in, and outside of, the pre-charter attendance area) will be enrolled and programmed into courses at the same time. Open enrollment and programming for incoming 9th grade students who reside outside of the pre-charter attendance area occurs after this process.

If space is available, a public random drawing will take place. Applications will be received as early as November 1 during a defined open enrollment period through the middle of December with the public random drawing taking place in January or February on the Zelzah or Devonshire campus, or both.¹² The open enrollment deadlines will be shared each year with LAUSD and with the community through the school newsletter, marquee announcements, and the Charter School’s social media and website. After the available spots have been allocated through the lottery, remaining students will be placed on a waiting list based on their draw in the lottery, which will be used as space becomes available. Students admitted from the wait list will be notified by written communication sent via email or mail from the Attendance Office

¹² Granada Hills Charter may change these dates based on school and community needs.

staff. Students have at least five (5) business days to accept the enrollment offer. Applications and the randomly generated Lottery list are maintained in the Attendance Office.

The Governing Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. Applicants identify eligibility for preference categories in the application. For grades 9-12, preference for students who reside in the attendance boundary are determined by applicant's address. Sibling preferences are determined by the relationship of the GHC student who is a sibling. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Numerous GHC administrative, certificated, and classified staff supervise and facilitate the public lottery drawing and the public establishment of the waitlist.

Survey

Although GHC is not expected to have unused capacity within its facilities, GHC will cooperate with the District as it performs its annual survey of district-owned facilities, in order to assist the District in completing such survey in a timely manner.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”
(Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School Board of Directors will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Chief Business Officer will be the primary position at the Charter School responsible for working with the independent auditor to complete the audit.

The Chief Business Officer will ensure the independent auditor completes and forwards the annual audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15th of each year. The Executive Director and Chief Business Officer will review any audit findings and report to the Charter School Board of Directors with recommendations on corrective action. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The annual independent financial audit of the Charter School is a public record and will be provided to the public upon request and posted to the School's website upon receipt and approval by the Charter School Board of Directors.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."
(Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission.

Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

The GHC Discipline Policy as established in Element 10 of the charter petition in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the District is consulted and the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policies and Procedures are also available on request at the Executive Director's office. This Policy and its Procedures will be posted on our website and distributed electronically as part of the Parent Student Handbook. Hard copies of the Parent Student Handbook also are available and can be requested. This Policy and its Procedures will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action in accordance with E.C. 47605(J)

J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

For suspensions of 5 days or more and all other expulsions for disciplinary reasons, parents will be advised of both of the following:

GHC shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

GHC shall provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

The GHC Discipline Policy is approved by the Governing Board. All discipline policy updates and data are discussed and formulated first in the Student Services standing committee. That committee contains representatives from all stakeholder groups. Proposals typically are discussed for one to three months at either the standing committee or the Governing Board to allow ample opportunity for stakeholder involvement and input before action is taken.

Granada Hills Charter has committed itself to encouraging and supporting a positive behavioral environment for all of its students. Through the use of a Multi-Tiered System of Support, or MTSS, is able to utilize Positive Behavior Intervention and Support, known as PBIS, strategies to support the behavioral and academic needs of all students.

To encourage students to develop appropriate social skills, have positive interactions with adults and peers, successfully resolve conflicts, and improve their behavior, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive/Encouraging contact with parent/guardian (certificate, post card, phone message)
- Special activities (field trips, movie nights, picnics, etc.)
- Publications

- Assemblies

With the goal of maintaining a positive school environment, students are all taught appropriate behavioral expectations during Summer Transition Academy, workshops and groups hosted by the counseling dept., 3 R's assembly, Rachel's challenge, and "Sober Grad".

Alternatives to Suspension

GHC utilizes a progressive discipline program that is aligned with the District's Discipline Foundation Policy. GHC believes that alternatives to suspension align with our school wide PBIS.

All students at GHC are expected to behave appropriately and to learn and follow all guidelines and school policies. A Multi-Tiered System of Support is used for students who are exhibiting inappropriate or disruptive behaviors as defined by the School's code of conduct. A three tiered system supports students at various levels of need.

Tier 1: Universal Supports and Strategies

These interventions are designed to teach appropriate behavior to GHC students so that they may contribute to the learning community within the classroom environment. Teachers are encouraged to try a variety of instructional and classroom management strategies to support all learners. Strategies include the following:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> ▪ Break, moving position in class ▪ Call parent or note home ▪ Card Flip ▪ Clear, consistent, and predictable consequences ▪ Acknowledging positive behavior ▪ Assign a buddy or partner ▪ Assign a classroom job ▪ Deep breathing ▪ Draw a picture or write in a journal ▪ Encourage contact with positive peer ▪ Give choices ▪ Have student repeat directions back ▪ Headphones to avoid distractions ▪ Teach conflict resolution skills, coping strategies, 	<ul style="list-style-type: none"> • Seat student near teacher • Seat near positive role model • Avoid distracting stimuli (high traffic areas, windows, etc.) • Simplify directions or assignments • Provide learning/studying strategies, • Provide visual aides • Teaching through multi-sensory modes • Use verbal and nonverbal cues • Extra awards privileges/loss of awards privileges 	<ul style="list-style-type: none"> • Proactive Classroom Management • Regular/Preemptive communication with families • Classroom Incentives • Seating accommodations • Conferencing with Student(s) and Parents • Verbal correction and redirection • Daily progress sheet • Loss of Classroom Privileges • Written and/or verbal reflection

organization, positive relationships <ul style="list-style-type: none"> ▪ Teach relaxation techniques ▪ Teach social skills 		
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Tier 2: Selected, More Intensive Supports and Strategies

These responses engage the student’s support system to ensure successful learning and to alter conditions that are inappropriate or disruptive. Strategies include the following:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Daily Behavior Form • Individual & Visual Schedules • Mentoring • Non-Verbal Cues & Signals • Organizational Tools • Peer Tutoring • Reward System • Sensory Tools • Social Stories • Teach Conflict Resolution Skills • Teach Coping Skills • Teach Relationship Skills • Teach Relaxation Techniques • Teach Social Skills 	<ul style="list-style-type: none"> • Behavioral Contract • Support Groups- Empowerment Group, Social Skills Group, Stress Management, Drug Prevention • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team • Loss of Privileges • Alternative Classroom Setting • Research paper/presentation • Parent Shadow 	<ul style="list-style-type: none"> • Behavioral Contract • Support Groups- Empowerment Group, Social Skills Group, Stress Management, Drug Prevention • School-home Communication • Adult or Peer Mentorship • Utilize Check-in and Check-out System • Detention (lunch, after school, Saturday, etc.) • Refer Student to Student Success Team • Loss of Privileges • Alternative Classroom Setting • Extended school day • Community Service • Research paper/presentation • Parent Shadow

Tier 3: Targeted/Intensive Supports and Strategies

These responses address serious behavior and potential implications for future harm. They promote safety of the school community and should be used in a progressive fashion. Strategies include the following:

Grades Tk-5	Grades 6-8	Grades 9-12
<ul style="list-style-type: none"> • Behavior Intervention Plan (BIP) • Behavior Meetings • Structured Breaks • Check In Check Out (CICO) • Collaboration With Student’s Physician And/Or Mental Health Provider • Counselor Referral • Daily Behavior Form • Request for alternate educational setting 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter School Social Worker • Self- Management Program • Restricted Access • In-school Reassignment and/or suspension • Short-term out-of-school suspension • Extended out-of-school suspension • Request for alternate educational setting • Recommendation for Expulsion 	<ul style="list-style-type: none"> • All Tier 1 and Tier 2 Interventions • FBA Based Behavior Intervention Plans • Teaching Replacement Behavior • Home and Community Supports with the support of the Charter School Social Worker • Self- Management Program • Restricted Access • In-school Reassignment and/or suspension • Short-term out-of-school suspension • Extended out-of-school suspension • Request for alternate educational setting • Recommendation for Expulsion

Granada Hills Charter offers a wide variety of school clubs and an after school program of intervention and enrichment classes and support. Policies and practices are communicated at various parent meetings, in print, and at the Governing Board and Standing Committee meetings. In addition to our ad hoc committee for PBIS, all staff are included Professional Development in restorative practices, alternatives to suspension, trauma informed teaching strategies, and positive behavior supports. Granada Hills Charter is committed to a positive and safe campus and will continue with staff trainings and data collection.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully

threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
 - b) Brandishing a knife at another person. E.C. 48915(c)(2)
 - c) Unlawfully selling a controlled substance. E.C. 48915(c)(3)
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
 - e) Possession of an explosive, as defined below. E.C. 48915(c)(5)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an

intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 1. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
 - b) Brandishing a knife at another person. E.C. 48915(c)(2)
 - c) Unlawfully selling a controlled substance. E.C. 48915(c)(3)
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
 - e) Possession of an explosive, as defined below. E.C. 48915(c)(5)

If it is determined by the Administrative Panel and, on appeal, the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for

one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in Element 10 of this charter petition.

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

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

In-School Suspension

Should an in-school suspension be an appropriate means of correction, and it is determined that the student does not pose an immediate danger or will be disruptive to the school environment, as assessed by the Administrative Director or Discipline Deans, it shall not exceed five (5) consecutive days for any occurrence or twenty (20) total school days in one academic school year. Students with disabilities shall not be suspended for more than ten (10) school days in any one academic school year.

Students who are under an in-school suspension will be presented with a plan to access their educational materials during suspension, including but not limited to, textbooks, Chromebooks, and other classroom materials. Suspended students will be supervised on-site by a credentialed teacher and will be able to access their classroom teachers for any questions or clarification of assignments.

Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee (Administrative Director) with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his

or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). Students who are unable to represent themselves, will be able to have a parent represent them. The process for investigating behavioral incidences and collecting evidence will be fair and thorough and will be conducted by impartial school personnel. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Administrative Director, or designee (Dean of Discipline), shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall; request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension and a total of 20 days in the school year for general education students and 10 days in the school year for Special Education Students. . Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, for 30 school days unless a continuance of the expulsion hearing is agreed to by the parties, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his/her suspension. Suspended students will be able to communicate with his/her designated teachers and/or administrator(s) for any questions and for evaluation of work completed. He/she shall receive homework and modified instruction from classroom teachers during the suspension and will be provided the opportunity to make up any missed examinations.

If a parent would like to appeal a suspension, the parent must submit an appeal in writing to the Administrative Director of Student Services. The decision of the Administrative Director will be final.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

The hearing before the Administrative Panel shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. An opportunity to request reasonable language support and/or accommodations.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an

unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel Chairperson presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to expel. A decision to expel a pupil shall be based on the finding of one or both of the following (Code section 48915(b)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

A decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) procedures to appeal the decision to the GHC Governing Board.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer, Los Angeles Unified School District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Appeals

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board that will make the final determination. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's written decision. The Governing Board shall hear the appeal at the next regularly scheduled Board meeting. Student and parent(s)/guardian(s) may but are not required to appear during the Governing Board's appeal meeting.

The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The Governing Board's decision shall be final.

Expelled Students/Alternative Education

Granada Hills Charter shall be responsible for the appropriate interim placement of students during and pending the completion of GHC's student expulsion process, and has entered into a memorandum of understanding with the District for this purpose. GHC will facilitate placement options including, but not limited to, programs within the County or their school district of residence.

Readmission/Reinstatement

The decision to readmit a pupil previously expelled from GHC shall be at the discretion of the Governing Board following a meeting with the Executive Director or designee (Administrative Director), the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the

rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Executive Director or Designee will make a recommendation to the Governing Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon GHC's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

Rehabilitation Plans

Pupils who are expelled from GHC shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to GHC for readmission.

GHC shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Governing Board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

(Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Mandatory Benefits for all Full-Time Staff Members

Granada Hills Charter will continue to provide mandatory benefits in accordance to the law. These include the following:

- Workers’ Compensation Insurance
- Unemployment Insurance
- Medicare
- Social Security, if applicable

Health Benefits

GHC will provide eligible employees with a comprehensive health benefits package (medical, dental and vision).

Eligibility for health benefits is described in the GHC Staff handbook and, where applicable, in a collective bargaining agreement.

STRS

All eligible certificated employees of GHC will have membership in the California State Teachers' Retirement System (STRS). Employees will contribute the required percentage and GHC will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the STRS fund as required. Employees of Granada Hills Charter will accumulate service credit years in the same manner as all other members of STRS. For instance, if an employee has worked for a school district for five years, and another four years at GHC, he/she will have accumulated a total of nine years of service credit towards retirement from STRS. STRS contributions will be reported through the appropriate STRS-approved agency. The Charter School will continue to participate in the STRS program under the same CDS code for the duration for the Charter School's existence per required by STRS policy.

PERS

All eligible classified employees of GHC will have membership in the California Public Employees' Retirement System (PERS). Employees will contribute the required percentage and GHC will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the PERS fund as required. Employees of Granada Hills Charter will accumulate service credit years in the same manner as all other members of PERS. For instance, if an employee has worked for a school district for five years, and another four years at GHC, he/she will have accumulated a total of nine years of service credit towards retirement from PERS. PERS contributions will be reported through the appropriate PERS-approved agency. The Charter School will continue to participate in the PERS program under the same CDS code for the duration of the Charter School's existence per required by PERS policy.

PARS

GHC will continue to participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees. The Charter School will continue to participate in the PARS program under the same CDS code for the duration of the Charter School's existence per required by PARS policy.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

(Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

In the event GHC’s high school program reaches its capacity, grades 9-12 students living in GHC’s pre-charter attendance area will be able to enroll in neighboring charter schools, or an LAUSD school designated by the District. GHC will contact District representatives who will assist with placement of resident grades 9-12 students.

Parents and guardians of each student enrolled in GHC will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

(Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."
(Ed. Code § 47605(b)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Granada Hills Charter School
10535 Zelzah Ave.
Granada Hills, CA 91344

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Granada Hills Charter School
10535 Zelzah Ave.
Granada Hills, CA 91344

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually

agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

Ed. Code § 47605 (b)(5)(P)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate

funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Executive Director will serve as the closure agent unless the Governing Board designates another agent.

ADDITIONAL PROVISIONS

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from

conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall

provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite

any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may*

be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed

3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

Addendum

Assurances, Affirmations, and Declarations

Granada Hills Charter (also referred to herein as “GHC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

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

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