



GRANADA HILLS CHARTER HIGH SCHOOL

A Charter School Petition for Renewal

Submitted to the
Los Angeles Unified School District
December 16, 2013



An Independent Public School Since 2003

10535 Zelzah Avenue, Granada Hills, CA 91344 • Phone 818.360.2361 • Fax 818.363.9504 • www.GHCHS.com
A 501(c)(3) Nonprofit Organization

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AFFIRMATIONS AND ASSURANCES

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 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. EC 47605(d)(1)
- Not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the 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. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)Be deemed the exclusive public school employer of the employees of the GHCHS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- 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 in Education Improvement Act of 2004.

- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Not require any child to attend the Charter School nor any employee to work at the Charter School.
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Maintain at all times all necessary and appropriate insurance coverage
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- Follow any and all other federal, state, and local laws and regulations that apply to GHCHS including but not limited to the following:
 - GHCHS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - GHCHS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - GHCHS shall comply with any jurisdictional limitations to locations of its facilities.
 - GHCHS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - GHCHS shall comply with all applicable portions of the No Child Left Behind Act.
 - GHCHS shall comply with the Public Records Act.
 - GHCHS shall comply with the Family Educational Rights and Privacy Act
 - GHCHS shall comply with the Ralph M. Brown Act.
 - GHCHS shall meet or exceed the legally required minimum of school days.



Brian Bauer, Lead Petitioner
Executive Director

11/25/2013

Date

ELEMENT 1: THE EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 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)

A description, for the charter school, of annual goals, 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.” Cal. Ed. Code § 47605(b)(5)(A)(ii).

General Information

- The contact person for GHCHS is Brian Bauer, Executive Director.
- The contact address for GHCHS is 10535 Zelzah Avenue, Granada Hills, CA, 91344
- The contact phone number for GHCHS is 818/360.2361.
- The proposed address or target community of GHCHS is the students who live in the former LAUSD attendance boundary which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 3 and Educational Service Center North.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is 9-12.
- The number of students in the first year will be approximately 400, with additional seats made available through the LAUSD Board approved Charter Augmentation Grant and the acquisition of other property.
- The grade level(s) of the students in the first year will be 9-12.
- The scheduled opening date of Charter School is 7/1/2014
- The admission requirements include (see Element 8)
- The enrollment capacity is 5,500* (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar will be traditional.
- The bell schedule for Charter School will be a 6-period day with zero and seventh period options.
- If space is available, traveling students will have the option to attend.

*Granada Hills Charter’s current student enrollment is approximately 4,300. During the five year term of the charter (2014-2019), GHCHS may increase enrollment up to 5,500, given approval of the LAUSD Board for a Charter Augmentation Grant to create approximately 200 additional grades 9-12 seats on the GHCHS campus, GHCHS’s recent acquisition of a seven acre school site (Pinecrest) less than one mile from GHCHS, or another property acquisition.

Local Control and Accountability Plan

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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 annual update.” § 47606.5(e).

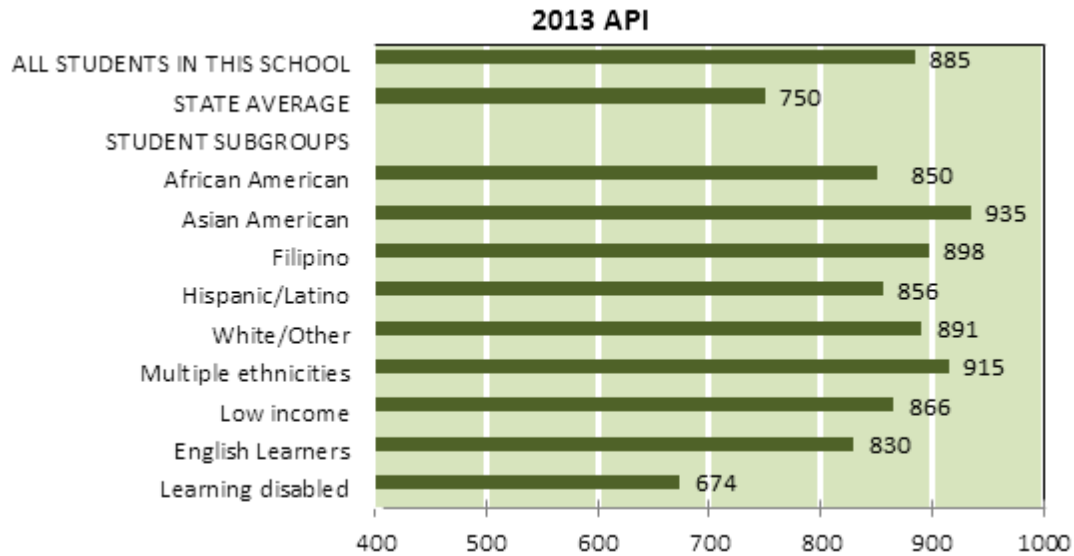
COMMUNITY NEED FOR CHARTER SCHOOL

Since our conversion to [independent charter status in 2003](#), Granada Hills Charter High School 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. Granada has an API score of 885 which reflects a 112 point increase since 2004. The data dashboard and the WASC self-study included with this petition show the school’s historical record of performance.

With more than 2,000 students on our annual wait list, the demand for additional Granada Hills Charter High School seats is great. The additional seats will allow more students in our community and surrounding areas to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that make it a model 21st century college-ready, career-focused independent charter high school and a learning center that is a source of community pride. Measures of Progress: Granada Hills Charter’s API was 885 (out of 1000). This is an increase of 7 points compared with last year’s API. About 99 percent of our students took the test. All subgroups met their API growth target.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	YES
Met growth target for prior school year	YES
API score	885
Growth attained from prior year	+7
Met subgroup growth targets*	Yes

We met 25 out of 26 criteria for the annual yearly progress. Adequate yearly progress (AYP) is the measure by which schools, districts, and states are held accountable for student performance under Title I of the No Child Left Behind Act of 2001 (NCLB), the current version of the Elementary and Secondary Education Act. We met the participation rate, graduation rate and overall API growth targets, however because we fell short in our Asian subgroup ELA target of 88.9 percent proficiency in our Annual Measurable Objectives (AMOs) we did not make AYP. AMOs are the percent of students that must score proficient or advanced on English language arts and mathematics tests aligned with state content standards (such as the California Standards Tests and the California High School Exit Exam).



Curriculum and Instruction

Although all departments have completed a blue-print aligning curriculum with the Common Core State Standards (CCSS) and California Content Standards, development of specific assignments to measure individual accomplishment of the expected school-wide learning results remains in progress as Granada prepares all students to be college and career ready. The English department maintains individual portfolios for each student in which students monitor their yearly progress toward department-wide benchmarks, and reflect on their developing accomplishment of the ESLRs. School-wide, each department has collaboratively created formative, benchmark and summative standards-based assessments and rubrics to measure student learning across content and grade-levels. As a result of these improved assessments and the additional information made available to classroom teachers through DataDirector, all students receive Granada’s guaranteed curriculum. During professional development meetings in August of 2011, teachers and instructional support staff were introduced to the CCSS. Faculty had an opportunity to examine, understand and make necessary connections to current standards. The focus on literacy in the Common Core Standards is providing additional opportunities for teachers to create relevance and address content-area alignment with college and career readiness. Teachers meet regularly in content and interdisciplinary groups to create new units of study, integrate literacy into existing units and discuss strategies to facilitate the learning of all students.

Intervention Steps

Working collaboratively in departments and in cross-department teams, teachers integrate activities that employ technology such as Smart Boards, Internet resources, blogs, and educational web-based activities that supplement new and existing curricular units. Expanded technology both for classroom instruction and data collection has also contributed to the expansion of common assessments- the results of which are used to determine next steps in classroom instruction. In 2008, the GHCHS board adopted the policy that beginning with the class of 2012, all students would complete A-G UC requirements; to assist students in meeting these graduation goals, Granada has continually strengthened its partnerships with local community colleges to offer after-school classes and expanded online credit recovery classes. On-going outreach to all grade-levels from the college-office counselors provides additional support to improve graduation rates, help students access post-secondary enrollment in two-or four-year colleges, and consider career technology education programs.

College and Career Readiness

Granada Hills Charter has a well-established college-bound culture. Ninth graders take a lab science (biology or physics) and either a geography course, a Skills for Success course (which supports algebra and study skills), or a Digital Imaging class. All students take all of the A-G courses required for admission to the University of California/ California State University and the Granada Hills Charter High School diploma. All ninth, tenth and eleventh graders take the PSAT, and sophomores and juniors receive support in PSAT, SAT, and ACT preparation classes.

The GHCHS College and Career Office is staffed with three full-time college and career counselors who conduct evening college roadmap meetings for incoming ninth grade students and parents. Every year GHCHS hosts the largest college fair in the northern San Fernando Valley, with over 60 colleges and universities represented. Beginning in the fall of the senior year, the college counselors offer workshops, coffee talks, financial aid meetings, and weekly college visits for parents and students. All seniors can complete their applications online at school with the help of the college counselors. Ten guidance counselors help students develop four-year college plans and assist at-risk students with their future needs. Students may also take college courses offered on campus or at local colleges. A career counselor helps them evaluate career opportunities and internships.

In the 2011-12 academic year, 77 percent of the graduating seniors took the SAT. Granada Hills Charter students achieved an average verbal/critical reading score of 541, an average math score of 568, and an average writing score of 547 with an average total score of 1656. This is well above California and global averages of 1503 and 1498 respectively. SAT results in mathematics and verbal/critical reading have shown consistent growth since the inception of charter status. Since the advent of the Writing portion of the SAT, the GHCHS mean score has increased from 526 to 547.

Granada Hills Charter High School twelfth graders consistently score higher than the California state average on the ACT. In 2012 sixty-five percent of GHCHS students met all four ACT benchmarks compared to the state average of thirty-one percent. Meeting these benchmarks indicates a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses.

In the 2011-12 academic year, 1,256 students took 1,273 Advanced Placement exams and 82.4 percent of these students obtained a passing score in the 23 different courses offered at GHCHS. Since 2009 there has been an increase of 451 students taking Advanced Placement exams and an increase of 1,003 exams given. In addition, the pass rate of students obtaining a score of 3 or more has increased by 3.3 percent.

In the 2011–2012 school year, 72.4 percent of Granada Hills Charter High School’s graduates passed courses with a C or better required for admission to the University of California (UC) or the California State University (CSU) system, compared with 38.3 percent of students statewide, 39.4 percent countywide or 36.8 percent in LAUSD.

Granada Hills Charter continues to consistently improve eleventh grade performance on the Early Assessment Program (EAP) for College Readiness for California State University. Since 2009 eleventh grade students identified “Ready for College” in English has increased by six percent. In math, identification for college readiness has increased by eight percent.

In addition to monthly college-prep/career awareness activities sponsored by the college and career office, such as parent information evenings, financial aid workshops, and peer-college counselor sessions, Granada Hills Charter has and continues to sponsor a college faire for the past two years providing approximately 1000 attendees' access to College/University representatives from over 50 colleges. Each spring, the career faire brings representatives from local businesses, public service agencies, military recruiters and professional schools to dialogue and communicate with the students. In addition, incoming ninth grade students take a career inventory assessment, the results of which help counselors identify a course of study best suited to the students' goals. New computer applications to the student data system, *eSchool Plus* allow school personnel to collect and utilize information on parent involvement and the post-secondary choices of graduates. This information assists the counseling and intervention staff in directing resources to help all families prepare for appropriate post-secondary choices.

Focus for Improvement

As part of the schoolwide WASC accreditation process, the school reaffirmed the Expected Schoolwide Learning Results (ESLRS). Every student who graduates from Granada 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 a 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.

Our Schoolwide Action Plan has the following goals:

- **Goal #1:** Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and college and 21st Century career readiness goals for all students.
- **Goal #2:** Increase intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.
- **Goal #3:** Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.
- **Goal #4:** Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.
- **Goal #5:** Expand and strengthen existing opportunities and create engagement models for parent and community involvement in comprehensive student support; including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

In 2010, 96.1 percent of students who entered Granada as ninth graders graduated, and 98 percent of those graduating seniors were accepted to a two- or four-year college. The percentage of eleventh graders demonstrating college-readiness in English and math on the Early Assessment Program of the California State University System has increased dramatically as the result of targeted instruction in both the English and Math Departments toward the reading, writing and computing skills measured on the EAP and CST assessments. The EAP provides an alternative means for students to become exempt from CSU placement tests. In 2008, 36 percent in English and 19 percent in math were exempt from the English Placement Test (EPT) and the Entry Level Math test (ELM); in 2011, 48 percent in English and 32 percent in math were designated exempt. Since the inception of our charter, GHCHS has provided for all ninth, tenth, and eleventh grade students to take the PSAT. New analytical tools from the College Board allow us to use the PSAT to gather additional information about the college-readiness of our students.

Articulation and Outreach

Outreach to incoming ninth graders is key to a smooth high school transition. Each spring, the principals and English and math department chairs from our local middle schools are invited to a breakfast meeting with GHCHS counselors, administrators and department chairs to review enrollment procedures, inform them of our spring articulation nights, and discuss placement tests and academic readiness. In March of each year, GHCHS hosts two articulation nights (divided alphabetically) for incoming ninth grade students and their parents. Enrollment procedures, information about Summer Transition Academy, our instructional program, attendance policy, and enrichment opportunities, in addition to presentations by various clubs, athletic and performance programs are provided for incoming families. Following articulation night, counselors visit middle-school campuses to meet with students and provide them with individual enrollment information; subsequent to these meetings and verification of enrollment, parents and students schedule a personal conference with their child's counselor to discuss the student's ninth grade program and create a four-year educational plan.

Professional Development

Ongoing professional and personal growth opportunities are provided based on continuous analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

- Teachers benefit most from professional development that provides time for teacher-to-teacher interaction focused on classroom practice. Granada Hills Charter teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Teachers meet every week on Tuesday mornings for an hour to plan, prepare, analyze, and share promising practices.
- Teachers have the opportunity to participate in peer observations, self-reflection and student satisfaction surveys. Teachers are an ongoing part of the design creation and participation of classroom instruction and performance standards as determined by the California Standards for the Teaching Profession. The administrative team conducts individual teacher performance evaluations based on clear benchmarks for performance.
- Students learn best with teachers who are knowledgeable of their subject field, are well trained to deliver rigorous instruction and are able to attend to the diverse needs of each student as an individual. Granada Hills Charter's teachers work in small collaborative teams using the model of Professional Learning Communities with common planning time where teacher scholarship is fostered and nurtured through communal learning and unit planning, and where accountability for student success is a shared responsibility.

- Staff development is designed by department leadership in response to identified teacher needs, student needs and schoolwide goals. Each year department chairs and instructional advisors survey their members to identify areas of growth for the department in instruction, assessment and curriculum development. Department leaders come together both at the beginning and end of the school year to examine current educational research on best practices, ways of using student data to inform instruction and align department goals with schoolwide goals. By reflecting on individual department needs, the Leadership Team sets the agenda for professional development days.
- Granada Hills Charter provides school-wide and targeted professional development to both certificated and classified personnel. Before the beginning of the fall semester, teachers have three full Professional Learning Days designed to establish goals and lay the groundwork for targeted professional development throughout the year. In addition, teachers and instructional aides meet every Tuesday morning for an hour before school for department, interdisciplinary and academic program meetings. Teachers meet in their content specific groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, calibrate student work, and reflect on next steps.
- The recursive cycle of planning, assessing, examining data, and re-teaching helps teachers identify students who need intervention and additional support and provide timely assistance. The flexibility of horizontal and vertical teaming gives teachers a broader perspective and understanding of how students perform in similar groups and how they perform year to year. Vertical teaming begins with the end in mind and backward planning becomes the natural outcome of collaboration amongst teachers. Vertical teams in English work from grades 9-12 and Math in Algebra 1 and 2.
- Throughout the year, teachers and classified staff regularly attend professional conferences and workshops on topics that deal with charter initiatives, literacy across content areas, instructional methods and classroom management. New teachers meet regularly with their mentors and individual members of the administrative team to receive support and guidance.

Content specific teacher collaborative teams continue to develop and refine standards-based assessments to assess student mastery of skills. Assessment results allow teachers to provide timely intervention and additional tutoring support as needed.

In 2012-2013, all constituents further expanded on the person-centered, growth-focused theme and continue to focus on relevant curriculum and student learning providing equity and access to all for greater academic achievement.

Enrollment Roll-Out Plan					
Grade	2014-15	2015-16*	2016-17*	2017-18*	2018-19*
9	1075	1075	1075	1075	1075
10	1075	1075	1075	1075	1075
11	1075	1075	1075	1075	1075
12	1075	1075	1075	1075	1075

The Pinecrest site (or another GHCHS acquired site) may serve up to 1,000 additional high school seats during the five year term of the charter. The LAUSD Board-approved Charter Augmentation Grant may create an additional 200 grades 9-12 seats on the GHCHS campus. Granada Hills Charter enrollment may increase to 5,500.

Student Population Served

Granada Hills Charter's student population is a melting pot 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

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2013-14 student population consists of 38.4 percent Hispanic or Latino, 16.5 percent Asian, 4.1 percent Black or African American, 10.5 percent Filipino, 0.2 percent American Indian or Alaska Native, 0.2 percent Native Hawaiian or Other Pacific Islander, 27.3 percent White and 2.9 percent Multiple (or Not Reported). The most significant change in student ethnic groups since our last charter petition in 2008 is an 8.5 percent increase (29.9 to 38.4 percent) in the Hispanic or Latino population. Additionally, the Filipino population increased 4.9 percent (5.6 to 10.5 percent) and there has been a 5.0 percent drop (32.3 to 27.3 percent) in the White student demographic. Increases are also seen in Armenian and Arabic student populations. Currently, over 2,200 students are eligible for National School Lunch Program ("Free or Reduced Meals"), a marked increase from 36.0 percent to 53.4 percent in the last four years.

Reflecting on the population changes in the GHCHS community over the past six years, since our last full WASC report, a general increase in the number of Hispanic and Filipino students and a decrease in the White (not Hispanic) and Asian student population is noted. Such demographic changes prompted the staff to examine new intervention approaches to address the language and math needs of all its students.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA												
LAUSD Schools	# of Students 2013	2013* % Economically Disadvantaged	% of Special Ed. Students**	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	2012 API Statewide Rank	2012 API Similar Schools Rank	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?
Chatsworth High School	2,495	55% 1,368	13%	10% 249	55.9% Hispanic	19.9% White	10.9% Asian	717	5	4	NO	NO
Cleveland High School	3,393	69% 2,343	11%	13% 448	62.2% Hispanic	14.7% White	12.4% Asian	807	7	9	YES	NO
Kennedy High School	2,285	60% 1,378	15%	9% 212	77% Hispanic	10.0% White	5.0% Filipino	723	3	4	YES	NO
Monroe High School	2,577	75% 1,943	13%	20% 526	86.2% Hispanic	3.8% Filipino	3.5% White 3.5% Afr.Am.	689	3	7	NO	NO
Northridge Academy HS	1,075	70% 750	13%	7% 70	64.7% Hispanic	19.3% White	6.1% Filipino	763	5	8	YES	YES
Valley Academy VAAS	1,161	63% 732	15%	7% 84	61.7% Hispanic	18.9% White	7.2% African Amer.	724	2	2	YES	YES
Charter Schools												
Birmingham Com.Charter HS	2,923	86%	12%	14%	81% Hispanic	7% White	7% African Amer.	734	4	6	YES	NO
El Camino Charter HS	3,766	24%	5%	3%	47% White	27% Hispanic	13% Asian	835	9	4	YES	NO
Granada Hills Charter HS	4,224	49%	6%	3%	39% Hispanic	28% White	17% Asian	885	10	6	YES	YES
Palisades Charter HS	2,879	34%	9%	3%	50% White	24% Hispanic	15% African Amer.	861	9	9	YES	YES
Data obtained from CALPADS, CDE DataQuest: http://dq.cde.ca.gov/dataquest/ EdData: http://www.ed-data.k12.ca.us http://www.cde.ca.gov/ta/ac/ap/apireports.asp and LAUSD Data Summary Sheets * Percent Economically Disadvantaged which combines Free and Reduced and Low Parent Education Level has been substituted for "Percentage of Students Eligible for Free/Reduced Lunch due to public availability."												

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960. (See Appendices R, S and T for instructional minutes template, calendars and bell schedules)

English Learners

GHCHS will timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners will be based on (1) 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 (on or about October 1), GHCHS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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

GHCHS shall provide to the CSD an annual report of its EL program assessment. Upon request, GHCHS shall provide a copy of its current EL Master Plan to the CSD.

GHCHS shall administer the CELDT annually in accordance with federal and state requirements.

GHCHS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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

GHCHS will adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree ("MCD") and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. GHCHS will ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability

to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at GHCHS.

Prior to LAUSD Board of Education approval, GHCHS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and GHCHS regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- STAR – Preliminary and Final (Including Charter Schools)

The usual file including District ID

- Norm day – 2013

District ID, CSIS 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 – 2013 (Including Charter Schools)

- All Students enrolled December 1, 2013

District ID, CSIS 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 2012-13 (Including Charter Schools)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)
- Graduation roster from all LAUSD schools (Including Charter Schools) with twelfth grade SWD

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. Granada Hills Charter will cooperate with the District as other components of MiSiS are developed and implemented.

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 graduation, 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. Progress is monitored through ongoing and culminating assessments. Every student who graduates from GHCHS is

- *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 a 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.

HOW LEARNING BEST OCCURS

Granada Hills Charter believes and practices that learning occurs best 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
 - 100 percent college readiness as a goal for all students
 - Focus on developing proficiency in interpersonal skills, communication skills and critical thinking, and high level proficiency in core content standards
- Each classroom in the 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 Educational Plans (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 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 highly qualified inspiring teachers, exemplary leadership, and through parents as partners in their children's education.
- The 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 comprehensive high school education. The 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, Teacher Course Outlines and Staff Handbook. All students are required to attend the Summer Transition Academy (STA), a program designed to orient incoming students to the culture and climate of the 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, team work 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.

MISSION

Create a community-based high performance model of educational excellence guided by core beliefs, cultural sensitivity, research based instruction, collaboration, and built in accountability,

that serves the social and academic needs of a diverse student body reflective of the population of the Los Angeles Unified School District and other public schools.

VISION

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.

Goals:

- Students at Granada Hills Charter will meet or exceed all student achievement growth targets as measured by the state adopted assessment system aligned with the existing California State Standards and the newly adopted Common Core State Standards
- Diverse learners will meet or exceed student achievement targets as measured by the Annual Measurable Achievement Objectives
- All students will meet the Expected School-wide Learning Results and demonstrate college and career readiness as measured by college entrance and acceptance rates

STUDENTS AS SELF MOTIVATED LIFE LONG LEARNERS

Granada Hills Charter has created a culture of independent thinkers and lifelong learners as manifested by

- Students' Senior Exit Project Presentations that reflect their academic prowess.
- Multiple extracurricular opportunities that engage students in inter scholastic competitions at city, state and national levels. Examples range from participation and award winning recognition in dance, drama, choir, speech and debate, robotics, band and the Academic Decathlon where students have brought home the national title three years consecutively.
- An array of sports and athletic opportunities
- Participation in programs such as the Model United States with travel opportunities exposure to other countries and learning about cultural diversity thus creating a high level of international mindedness.

Student Leadership and Character Development

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 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 and SLC encourage 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.

Senior Research Exhibition

Every senior is required to complete a Senior Project whose objectives are aligned with the expected learning results of GHCHS:

- 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 investigations into professional or academic career choices.
- The project demonstrates Granada's Expected Schoolwide Learning Results.
- Students develop a research question and hypothesis.
- Students demonstrate research skills through MLA documentation (research journals, notecards, annotated bibliography)
- 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, or short film.
- 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 twelfth grade Common Core State Standards for English/Language Arts.
- Top 40 schoolwide projects are exhibited on Senior Awards Night.

COUNSELING AND MENTAL HEALTH

Health and Human Services: Academic and Health Guidance

Granada Hills Charter is committed to the belief that all students can achieve school success through academic, college/career readiness and personal/social development. The California and National Standards for School Counseling Programs shall serve as a model for the model for the health and human services programs. The Health and Human Services department will meet standards by developing comprehensive school counseling and guidance programs that are modeled on the standards. The program includes the school nurse, counselors, college counselors, school psychologists and psychiatric social workers.

We believe students need to be emotionally and academically prepared to learn effectively. Providing mental health support in the effort to address student's academic, emotional and social needs therefore represents a salient function of school counseling; embedded in the GHCHS counseling programs are comprehensive and mental health services that are subsumed in the context of promoting student success. Comprehensive programs are developmental in nature, preventative in design and comprehensive in scope and purpose. As an integral part of a total education program, GHCHS shall continue to hire credentialed school counselors to ensure equity and access to services so that every student is challenged and supported to achieve his/her highest potential.

Granada Hills Charter employs a full-time psychiatric social worker, two full time nurses, one full time school psychologist, three full time college/career counselors, one transition counselor and

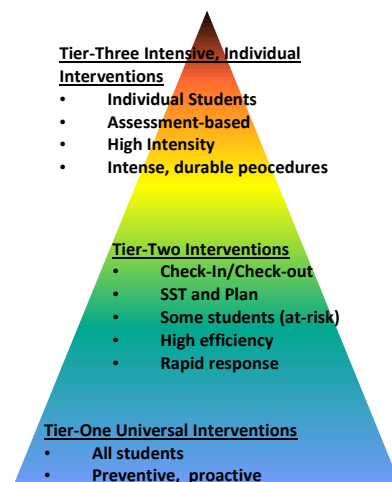
one DIS counselor. Nine guidance counselors currently serve caseloads of approximately 450 to 1 with the support of a comprehensive intern program. By committing our resources to students' academic, social, emotional and health needs, GHCHS health and human services department supports Granada Hills Charter High School through:

Academic Development

- Provide a comprehensive Summer Transition Academy for all in-coming students
- Develop four-year Career/Graduation (Individual Learning Plan (ILP) goals for each student incoming students
- Review and update the ILP and goals annually
- Provide articulation activities for parents and students entering GHCHS
- Provide AP and IB information events for parents and students with a focus on increasing access for underrepresented minorities.
- Individual counseling and parent meetings every year
- Classroom guidance curriculum and academic counseling

Social and Emotional Development

- Provide individual counseling mental health and physical health supports as needed
- Group counseling provided by interns and outside providers
 - Substance abuse
 - Grief Counseling
 - Family Issues
 - Dating Abuse
 - Study and coping skills
 - Collaboration with community resources
 - *Because I Love You* program for parents and students
 - Yellow Ribbon Suicide Prevention program
 - Rachel's Challenge Program and Support Group to establish a culture of kindness
 - Teen Truth Anti-Bullying program



Prevention and Intervention

- Identify and counsel at risk students data driven at risk-calculations
- Utilize academic and behavioral teams to make data based decisions about the level of student interventions
- Establish a specialized academic and behavioral support teams
- Provide tertiary interventions to students as needed such a Check-in and Check-out
- Conduct Student Success teams as needed
- Coordinate services with the Special Education Department

College and Career Readiness

- Specialized College and Career counseling
- College counseling and peer college counseling programs
- Parent and student college nights
- Community-wide college and career fair

- FASA college financial aid program for the community
- Financial aid nights for parents
- Outreach programs all Academic Programs
- School wide PSAT testing for ninth to eleventh graders at no cost
- PSAT, SAT and ACT information night in multiple languages
- Career Fair
- KUDER Career Exploration Program
- On site ROP career and technical classes
- On site Community College Classes

The comprehensive counseling program at GHCHS will evaluate its program yearly using measurable student competencies, evidence, and outcomes as defined by the California and National Counseling Standards.

ANNUAL GOALS AND ACTION PLAN

Planned Improvement in Student Performance

The school leadership comprised of the leadership team - Department Chairs, Instructional Advisors, Administrative Directors and key lead content teachers have analyzed the performance of all student groups. Leadership team, parents and all stakeholders have considered, in regular meetings, the effectiveness of the instructional program for students meeting and exceeding the learning targets for 21st Century preparedness and those failing to meet API and AYP growth targets. Based on the WASC Action Plan and ongoing leadership meetings, the following school goals, related actions and expenditures to improve student performance are recommended.

School-wide critical academic needs:

- Students performing in the below-basic and far-below basic categories in math and English because of deficits in critical reading, writing, and computing skills.
- Students who are capable of meeting grade-level, content-area expectations but are disengaged from the educational program and falling behind in credits or locked into basic and proficient CST (soon to change to State adopted Common Core Standards achievement) levels.
- Students who are potential high achievers but whose abilities are untapped because their program is not providing sufficient challenge and relevancy for them.

GOAL #1: Continue development of a school-wide systematic process for monitoring, and evaluating student performance data and implementing modifications to meet the learning needs of all students, including EL and students with disabilities.

Group	Percent of Students Scoring at Proficient or Advanced 2013			
	English- Language Arts	Mathematics	Science	History- Social Science
Socioeconomically Disadvantaged	75%	52%	75%	72%
English Learners	20%	24%	29%	20%
Students with Disabilities	46%	22%	48%	32%

Rationale: GHCHS has made significant progress through the adoption of DataDirector, development of department-wide assessments, and implementation of intervention classes, such as skills and STA, in identifying areas of growth and addressing the academic needs of all students. In light of the new national common core standards, we recognize the need for continually examining our practice, i.e., collective review of student work, interpretation of relevant data and using the analysis to guide instruction.

ESLR(s) Addressed: *Productive Members of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Explore common core across the disciplines to identify key standards addressing learning needs of under-performing students. Research instructional materials, methods, and assessments designed to target instruction for socially disadvantaged, EL and Students with Disabilities. Focus design of department goals and assessments on identification of school-wide areas of growth, development of relevant curriculum and effective instructional practices to improve student learning. Collect, analyze and interpret department-wide data to measure growth over time in content knowledge and skill application.</p>	<p>Student performance on CAHSEE, CELDT and other exterior assessments to be determined (e.g. NWEA). Student performance on core benchmarks, department formative and summative assessment analysis of student performance data over time. Curriculum design reflecting common core standards across the content-areas. Student performance data in Skills for Success, STA, ESL and Special Education classes.</p>	<p>On-going with yearly assessments of NWEA CAHSEE, CELDT and department data.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level & Program Leaders, Counselors Testing Coordinator College & Career Counselors Director of Assessment Director of Instruction</p>	<p>Charter Block Grant/LCFF Title III LEP</p>	<p>Progress reports to Governing Board, Leadership Team and Department meeting minutes. Data Reports to Staff, DataDirector & eSchool Reports Report Cards Regular reporting to Stakeholder groups</p>

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Intervention: Locate, implement and assess appropriate curriculum, instructional strategies and assessments targeting at-risk students (credit-deficient, socially disadvantaged, EL, and Students with Disabilities). Design formative and summative assessments within departments that monitor progress of at-risk students. Develop inter- and intra-departmental curricular units addressing the learning needs of the at-risk student population</p>	<p>Graduation Rate Student performance on CAHSEE, CELDT and NWEA and other exterior assessments to be determined Performance on dept. wide common formative assessments Academic Counselor monitoring and reporting 6 and 112 week Progress Reports College Acceptance Credit recovery enrollment numbers Student Post-Secondary Choices</p>	<p>Semester review of intervention strategies</p>	<p>Leadership Team Intervention Team Guidance and College Counselors Teaching Staff/Instructional Advisors Curriculum & Instruction Committee</p>	<p>Charter Block Grant/LCFF Title I and Title III LEP</p>	<p>Data Reports to Staff Minutes from Curriculum & Instruction Student Enrollment in credit recovery and tutoring programs</p>
<p>Professional Development: Design department goals to reflect focus on learning needs of at-risk students in light of the new common core standards and growth-over-time model of school improvement. Embed within department formative and summative assessments and means to identify and monitor progress of at-risk student population. Research, implement and assess instructional approaches targeting under-performing students, EL and Students with Disabilities. Create opportunities to share best practices and effective curricular units within and across disciplines to build capacity among entire staff.</p>	<p>Leadership Team Goals Department Professional Development Goals Professional Growth Plans Peer Evaluation Inter and intra-departmental meetings to design instruction and assessments targeting at-risk students</p>	<p>Ongoing with yearly progress reports by Department leadership to Leadership Team</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Teaching Staff C & I Committee</p>	<p>Charter Block Grant/LCFF</p>	<p>Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Student performance data</p>
<p>Parent/Community Engagement: Review current means of outreach to parents on academic expectations, graduation goals, student progress reports, and programming choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining appropriate intervention approaches for at-risk students. Expand opportunities for parents to provide input and review of school goals</p>	<p>Increased collaboration between school personnel and parents in determining interventions for at-risk students. Increased parent participation in school activities designed to inform and support parents in selecting their students' academic and co-curricular programs. Data collection of parent and community attendance and participation in school meetings, events, presentations, etc. Regular reporting to Stakeholder groups</p>	<p>Ongoing; reviewed annually</p>	<p>Guidance and college counselors Intervention teachers Student Leadership Career Advisor Development Director Parents and Community members Parent Engagement Supervisor</p>	<p>Charter Block Grant/LCFF Title I</p>	<p>Parent engagement data and reporting from eSchool to Governing Board, Leadership Team and staff Graduation rates and enrollment in A-G, UC/CSU approved course-work. Community updates on website and local newspapers Regular Stakeholder meetings</p>

GOAL #2: Revisit the vision and mission statement of GHCHS to reflect expected school-wide learning results, global awareness, and college and 21st Century career readiness goals for all students.

Rationale: The staff at GHCHS believes that with significant changes in population, state and national academic standards and college and career readiness skills, a reexamination of our core beliefs and student learning outcomes is warranted. Supporting data below:

ENGLISH	EAP – Early Assessment of Readiness for College English		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Critical Reading & Writing Scores
GHCHS	964	48%	238	91%	721	1072
MATH	EAP – Early Assessment of Readiness for College Math		ACT-College Readiness		SAT	
	# Tested	% Ready	# Tested	% Ready	# Tested	Mathematics Scores
GHCHS	694	29%	238	84%	721	565

*2012-13 Data

2013 CAHSEE Results

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio- economically Disadvantaged	Not socio- economically Disadvantaged
# Tested	Math	1,057	64	30	116	511	518
Passing	Math	1,025 (97%)	49 (77%)	20(67%)	113 (97%)	486 (95%)	512 (99%)
# Tested	ELA	1,055	64	30	116	510	517
Passing	ELA	1014 (96%)	45 (70%)	11 (37%)	112 (97%)	478 (94%)	510 (99%)

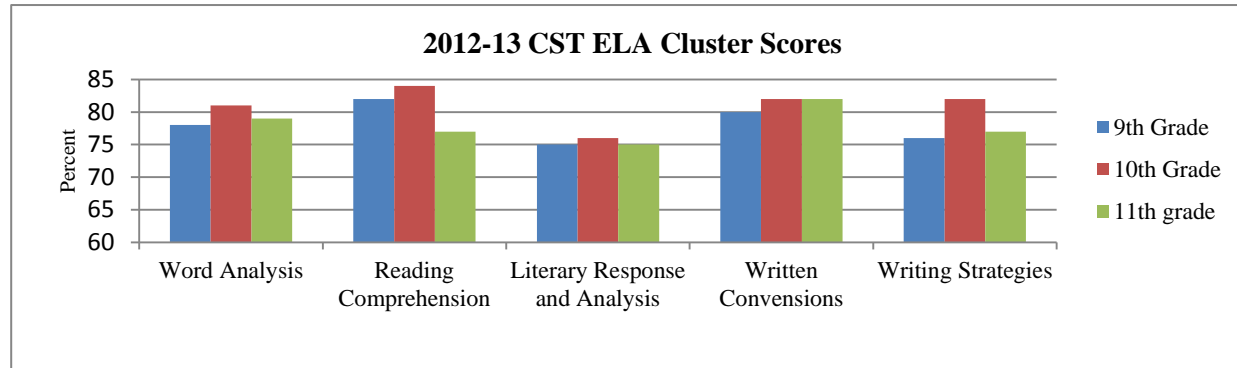
ESLR(s) Addressed: *Productive Members of Society and Life-long Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
Curriculum/Instruction: Align the instructional program to the revised Vision and Mission Statements, the ESLRS and the new core standards. Expand and develop curricular offerings that reflect global awareness and 21 st Century college and career readiness.	Student performance on CAHSEE, CELDT, other exterior assessments to be determined (e.g. NWEA), Kuder, formative and summative assessments, EAP, AP, SAT, ACT, CTE enrollment and performance data collection and monitoring in eSchool/DataDirector for student population evaluation of college & career readiness; Senior exist survey.	The eSchool data system will be populated for college and career readiness assessment annually.	Administrative Directors Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Testing Testing Coordinator Guidance and College Counselor, Career Advisor	Charter Block Grant/LCFF Perkins California Partnership Academy Grant Future technology and program grants	Data Reports to Staff Program Evaluations eSchool/DataDirector A-G Progress UC/CSU eligibility Testing Results Report Cards Class Enrollment Student Survey
Intervention: Identify the college and career readiness skills that students need to be successful in the changing 21 st Century global society and develop programs and enrichment opportunities to engage at-risk students.	Graduation Rate Student performance on CAHSEE, other exterior assessments to be determined, performance on dept. wide common assessments, College Acceptance, AP Results - Student Post-Secondary Choices Senior Survey	Class of 2015 will be our benchmark class for full monitoring and evaluation	Intervention Team of Teachers, Guidance and College Counselors, Career Advisor and support personnel	Charter Block Grant/LCFF Title I and Title III LEP Funds. Future grants, Community, Business and local Colleges, Local internship opportunities	Data Reports to Staff, Program Evaluations including STA and Credit Recovery, eSchool/DataDirector A-G Progress, UC/CSU eligibility Testing Results, Report Cards Class Enrollment, Student Survey

<p>Professional Development: Revise current Vision and Mission Statement to reflect evolving global expectations of student learning outcomes. Research, share and integrate 21st century skills, competencies, and careers into curriculum designed to reflect the new core standards.</p>	<p>Revised Vision and Mission Statement & Updated ESLRs Professional Growth Plans, Peer Evaluation. Conference Attendance Updated course description, syllabi, and curricular units that integrate the skills and competencies relevant to 21st century career and college expectations within the framework of the new core standards</p>	<p>Revised the school Mission Statement and re-examine ESLRs in relation to the Mission Statement.</p>	<p>Governing Board Administrative Directors Department Chairs Instructional Advisors Teachers, Parents and students, all Stakeholders</p>	<p>Charter Block Grant/LCFF California Partnership Academy Grant Perkins Grant</p>	<p>Publication of revised Mission and Vision Statements and ESLRs, Teacher Course Descriptions and Syllabi, GHCHS Course Catalog. Governing Board, Standing Committee, Leadership and Department Agendas and Minutes. Teacher Professional Growth Plans Communication to Stakeholders through email blasts and website notifications.</p>
<p>Parent/Community Engagement: Community and business outreach to solicit input and resource development, broaden our volunteer base and provide for internship, job shadowing, mentoring and research opportunities. Continue to research and build educational partnerships with adult education, centers, community colleges, universities, businesses and community organizations.</p>	<p>Development of research, internship, job shadowing, mentoring and apprenticeship opportunities. Event attendance. Student, parent and community surveys. Expansion of CTE offerings. Increase in parent participation.</p>	<p>Ongoing; reviewed annually</p>	<p>Director of Development and Outreach, Administrative Directors, Academic Programs, Career Advisor, IB Coordinator, CTE Department, GHCHS Parent and Community Members</p>	<p>Charter Block Grant/LCFF Perkins Grant, Business and Community donations and sponsorships Future grant and funding opportunities</p>	<p>Newsletters, website updates, college and career fairs, parent and community outreach, email blasts, press releases and published business sponsors and supporters and school event promotions.</p>

GOAL #3: Increased intra- and inter-departmental sharing of best practices in differentiated instruction, strategic reading and critical thinking strategies to improve student learning.

Rationale: These specific instructional practices are fundamental to preparing students to meet the new national common core standards and develop skills and competencies required for 21st Century College and Career readiness; secondly, this goal will build capacity among staff in vertical and interdisciplinary collaboration.



ESLR(s) Addressed: *Productive Members of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
Curriculum/Instruction: Research and identify best practices in differentiated instruction, strategic reading and critical thinking strategies across the content areas to best implement the expectations of the new core standards.	Interdepartmental professional development opportunities collaboratively developed formative assessments, development of new curricular units that reflect the expectations of the new common core standards and expectation of 21 st century college and career readiness skills and school ESLRs.	Ongoing, reviewed annually	Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers Curriculum and Instruction Committee	Charter Block Grant/LCFF	Department and Leadership PD Agendas and Minutes, Course Outlines, Teacher Teaming, program progress reports
Intervention: Monitor and track student performance in STA, Skills of Success and Credit Recovery to assess that the content covered and instructional approaches utilized supports success in strategic reading and critical thinking strategies.	Report card analysis, number of enrollment in intervention classes, credit recovery, CAHSEE Support programs, Student performance on CAHSEE, performance on department wide common formative and summative assessments and other exterior assessments as identified (e.g. NWEA).	Semester review of intervention strategies, credit recovery courses offered, remediation support	Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers Guidance Counselors Teaching Staff/Instructional Advisors and Support Staff	Charter Block Grant/LCFF After Hours Activity (AHA) Grant Title I and Title III LEP	Data Reports to Board, Curriculum and Instruction, Staff, Student Enrollment in Tutoring and Intervention programs Year-End Reports, Program Evaluations, A-G and Graduation Requirements

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Professional Development: Department PD Goals will reflect the sharing of best practices in differentiated instruction and teaching students strategic reading and critical thinking skills across the content areas.</p>	<p>Reflected in annual Department Professional Development Goals, increased teaming of teachers, vertical alignment of skills, and more integration in instruction of reading and writing activities across the content areas. Will be evident in Professional Growth Plans, Peer Evaluations, conference attendance requests, updated course descriptions, improvement in student reading scores (EAP, other exterior assessments to be determined), increase in SAT Reading and Reasoning scores.</p>	<p>Ongoing Annual review of Action Plan Goals and assessment of progress</p>	<p>Leadership Team Department Chairs Instructional Advisors Intervention Teachers Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>Charter Block Grant/LCFF Title II – Part A</p>	<p>Agenda for Department and Leadership Meetings Reports to Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Course Syllabi</p>
<p>Parent/Community Engagement: Locate and access community resources to provide current and relevant research in instructional approaches that address the changing demographics of our student population, and offer strategic training in differentiated instruction and reading comprehension skills.</p>	<p>Increased professional training in both academic and CTE programs in differentiated instructional approaches targeting reading, writing and critical thinking skills.</p>	<p>Annual review of Action Plan Goals, professional development goals and assessment of progress.</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level/Lead Teachers, Teaching, and Support Staff</p>	<p>Charter Block Grant/LCFF</p>	<p>Reports to Governing Board, Curriculum and Instruction Committee, Leadership Team</p>

GOAL #4: Explore and develop relevant content area curriculum and applications to 21st Century global career opportunities.

Rationale: An important discovery made through analysis of our intervention approaches is that student engagement is primary to student success; consequently, meaningful relevancy between classroom learning and real world applications has become increasingly important to improving student learning outcomes.

ESLR(s) Addressed: *Productive Members of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Expansion of new course and program offerings and CTE. Alignment of the new Core Standards with course content, instructional methods, and materials and teacher support including technology and data management training. Teaming of teachers to develop interdisciplinary units that embed future career applications.</p>	<p>Increase in course offerings relevant to CTE. New course descriptions and syllabi Student enrollment in and completion of career-oriented offerings.</p>	<p>Ongoing; reviewed annually</p>	<p>Leadership Team Grade Level & Program Lead Teachers, Program Coordinators, Teaching Staff Testing Coordinator College Counselors & Career Advisors, C & I Committee, Student Services Committee and ASB</p>	<p>Charter Block Grant/LCFF</p>	<p>Data Reports to Board, Staff and Community, Website updates, email blasts describing new programs/courses Annual program report Student program publicity & recruitment Student performance projects Master Schedule of new courses</p>
<p>Intervention: Identify the College and career readiness skills that students need to be successful in the changing 21st Century global society. Develop programs and enrichment opportunities to engage at-risk students.</p>	<p>Increased participation of at-risk students in academic programs. Senior Survey on post-secondary choices. Expansion of CTE courses, Career exploration opportunities embedded into course curriculum. Student enrollment numbers in career oriented after school programs and coursework. Participation in job shadowing, internship, mentoring opportunities.</p>	<p>Ongoing; reviewed annually</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff College Counselors & Career Advisors Student Services Committee ASB</p>	<p>Charter Block Grant/LCFF Perkins Grant Other grant opportunities Title I and Title III LEP</p>	<p>Data Reports to Staff Course Syllabi Student enrollment in career-specific programs (GBF, etc.) Successful student matriculation to post-secondary opportunities Students engaged in Internship and job shadowing opportunities</p>
<p>Professional Development: Examine research on 21st century skills and core standards. Provide opportunities for teachers within and across disciplines to design project-based curricular units incorporating real-world applications of content knowledge.</p>	<p>Professional Growth Plans, Peer Evaluation Conference Attendance, Training in technology integration into standards-based activities. Development of intra-inter departmental projects.</p>	<p>Ongoing; reviewed annually</p>	<p>Leadership Team Grade Level Leaders Program Lead Teachers Program Coordinators Teaching Staff C & I Committee</p>	<p>Charter Block Grant Perkins Grant Title II – Part A</p>	<p>Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans Student performance projects</p>
<p>Parent/Community Engagement: Locate and access community resources to create relevance between classroom instruction and 21st Century college and career opportunities.</p>	<p>Increased collaboration between instructional staff and the business community in innovative application of 21st century learning expectations. Expansion of Community advisory committees and increased participation in existing committees. Development of internship, mentoring and job shadowing opportunities.</p>	<p>Ongoing; reviewed annually</p>	<p>Governing Board Leadership Career Advisor Program Lead Teachers Program Coordinators Development Director Parents and Community members</p>	<p>Charter Block Grant/LEP Perkins Grant Corporate sponsorships, donations and university outreach program partnering, Local business and business organizations</p>	<p>Reports to Governing Board, C & I Committee, Leadership Team on development and implementation of business alliances, internships, mentoring opportunities and articulation with higher education partners. Business alliances. Community updates on website and local newspapers.</p>

GOAL #5: Expand and strengthen existing opportunities and create engagement models for parent and community involvement in comprehensive student support, including academic engagement, social, emotional, and academic intervention, enrichment activities, and college/career awareness.

Rationale: Successes seen in comprehensive early intervention teaming of the Counseling Office, Deans, Student Support Services and special needs teachers need to be replicated and expanded schoolwide to provide “whole child” support and the necessary parent engagement and education in support services to guarantee successful high school matriculation.

ESLR(s) Addressed: *Productive Members of Society and Lifelong Learners*

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Curriculum/Instruction: Modify existing formative assessments, or design new ones that provide information for teachers to respond with early-intervention strategies. Increase opportunities for grade-level teachers to collaborate on curriculum and instruction designed to engage students in learning and create connections across the disciplines. Re-examine curriculum and program goals for the Skills for Success and STA classes to focus on early intervention, consistency of instructional goals, skill development and assessments.</p>	<p>Early identification of at-risk students and notification of parents through the SST process. Increased inter and intra-departmental collaboration on common skills, instructional strategies and curricular design. Successful transition of students from Skills for Success and intervention programs to College Prep or Honors level classes. Student performance on CAHSEE, CELDT and other external assessments to be determined (e.g. NWEA). Student performance on core benchmarks. Communication of performance to parents</p>	<p>On-going with yearly progress reports to Intervention Team members, Curriculum & Instruction Committee and Leadership Team, Parents and Community</p>	<p>Leadership Team Department Chairs Instructional Advisors Grade Level Leaders Guidance College Counselor Student Support Team Members Director of Instruction</p>	<p>Charter Block Grant/LCFF</p>	<p>Program reports to C & I and Leadership Team Data Reports to Staff Report Cards Enrollment in A-G courses and enrichment activities. Annual survey of parents on satisfaction of the Intervention Program</p>
<p>Intervention: Expand comprehensive intervention programs to include 9-12th grade students. Align enrichment opportunities, curricular and extra-curricular with academic goals of the school to engage at-risk students, parents and community. Increase collaboration between intervention personnel and classroom teachers to increase early identification of at-risk students and notification of parents. Develop methods for early identification of at-risk students during STA.</p>	<p>Comprehensive intervention teams for each grade-level. Monitoring of student participation in AHA, tutoring sessions, and CTE classes. Increase in early intervention by classroom teachers Collaboration between STA teachers and counselors to identify at-risk students during Summer Transition Academy Progress reports from STA shared with parents Decrease in D and F grades on semester reports</p>	<p>Semester review of intervention strategies Annual review of effectiveness of strategies and student performance Annual review of the SST process Annual review of the full Intervention Program</p>	<p>Intervention Team Guidance and Career Counselors Student Support Staff Teaching Staff STA coordinators Parents and Community</p>	<p>Charter Block Grant/LCFF Title I and Title III LEP</p>	<p>SST reports to Administration Student participation in intervention programs STA assessments Course credit data Student Enrollment in Tutoring and enrichment classes Parent and Community Survey</p>
<p>Professional Development: Provide staff development in student at-risk behaviors, the SST process, and the goals of the intervention teams. Inclusion in department design of formative and summative assessments as a means for identifying at-risk students. Training opportunities for staff in working with at-risk students and families (parents and community)</p>	<p>Faculty Professional Development plans Professional Growth Plans Conference Attendance</p>	<p>Ongoing Yearly review of professional development activities and goals by Leadership Team</p>	<p>Director of Instruction Department Chairs Student Support Team</p>	<p>Charter Block Grant/LCFF Title II – Part A Perkins Grant</p>	<p>Agenda for Leadership Team meetings, Curriculum & Instruction committee meetings and Department meetings indicating PD goals Yearly Department PD Plans SST reports</p>

Description of Specific Actions to Improve Student Performance	Means to Assess Improvement	Timeline	Responsible Persons	Resources	Means to Monitor and Report Progress
<p>Parent/Community Engagement: Review and update current outreach practices to parents on academic expectations, graduation goals, student progress reports, and programming choices to improve parent/school communication. Expand opportunities for parents to be informed about student performance data to assist school personnel in determining appropriate intervention approaches for at-risk students. Continue to stream-line process for early identification of at-risk students and notification to families to facilitate a comprehensive approach to student needs. Explore additional community resources for student engagement and parent volunteer opportunities. Build on successful collaborative models, already in place, to involve parents and community with support staff in interventions for at-risk students. Expand opportunities for parents to review and provide input on school goals.</p>	<p>Increased opportunities for parent training in accessing and using Home Access Center, in effective communication with school personnel and participation in volunteer opportunities. Early identification of at-risk students. Data collection of parent and community participation in school events, meetings and presentations. Increased parent/stakeholder leadership, planning and participation in outreach programs.</p>	<p>Annual Program Review</p>	<p>Administration Student Support Team Guidance and Career Counselors PTSA Board Student Services Committee Parents and Community Parent Engagement Supervisor</p>	<p>Charter Block Grant/LCFF Title I and Title III LEP After Hours Activity (AHA) Grant</p>	<p>eSchool data reports to Governing Board, Leadership Team and staff Annual parent and community survey A more streamlined process for early identification and enrollment of students into intervention program</p>

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 high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for GHCHS curriculum is student centered with built-in accountability for ensuring support that all students achieve proficiency in core competencies and standards. Guided by the newly adopted and implemented Common Core State Standards, Granada 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 - A Framework for Lesson Design and Instruction
3. College and Career Readiness for all Students
4. Academic Programs that Support a Personalized Learning Environment
5. Research Based Instructional Methodology
6. Differentiated Instruction and Intervention
7. Integration and Use of Technology

1. Standards Based Instruction

Granada Hills Charter follows the existing California state standards and has launched the implementation of the newly adopted Common Core State Standards (CCSS) the Next Generation Science Standards (NGSS) and the English-Language Development (ELD) standards and utilizes state adopted texts and materials in all core subjects. Teachers embed standards in their daily disciplines and collectively work to prepare all students to be college and career ready.

Granada’s CCSS implementation plan includes but is not limited to the following:

Granada Hills Charter High School Common Core State Standards Implementation Plan	
2013-2015	Action Plan/Activities
	<ul style="list-style-type: none"> • Promote local awareness of the assessment and transition plan, SBAC assessments, and the purposes of the assessment • Utilize the mathematics curriculum framework as a blueprint for implementation of the mathematics CCSS • Continue vertical articulation across grade levels and content areas with a focus on content literacy and writing • Utilize the ELA framework as a blueprint for implementation of the CCSS in ELA • Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and constructive alternatives for students • Build partnerships with external stakeholders to provide additional resources to support extended learning opportunities • Continue to research samples so teachers may include into formative benchmark and summative assessments • Continue to provide support so that constructed responses become routinely used as a form of assessments in math and ELA

	<ul style="list-style-type: none"> • Continue to seek professional development opportunities and network with other teachers to examine and reflect on our implementation process and practice • Utilize online technology readiness tool to evaluate current technology and infrastructure • Collect sample and released test questions from SBAC and other websites that are developing formative and summative assessments for CCSS • Provide professional learning opportunities to support full implementation of the CCSS • Engage with Northwest Evaluation Association (NWEA) Measures of Progress (MAP) to provide students with an opportunity to work with online assessment models • Continue to examine and test the infrastructure for technology based assessments • Debrief with staff and students all elements of the SBAC summative assessments • Use feedback from NWEA MAP aligned assessment data to start planning adjustments to instruction and curriculum, formative practices, classroom assessments, learning goals, students parent involvement and all stakeholder role for the improvement for the next academic year • Create site based plan to continue professional learning for improvement of instruction with the goal of college and career readiness for all • Regularly monitor progress and support ongoing needs • Transition to SBAC assessments
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2. 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 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)

3. 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. All students take and pass A-G college course requirements and are determined proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college and careers.

It is our goal that our students demonstrate these competencies as evidence of readiness for success in college:

- All students demonstrate proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects.
- All students pass the California High School Exit Exam (CAHSEE) as a graduation requirement.
- 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 and 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 colleges/universities or other public schools. Parents receive notification of course transferability in all student recruitment and student enrollment materials.
- Students in their junior year take the CSU Early Assessment section of the STAR test in English and Math. Students who demonstrate proficiency on CSU standards are exempt from taking the CSU Placement Test and are eligible to enroll in CSU courses as regular students before graduation if they chose to attend a CSU campus.
- Student performance data from the results of college-readiness exams (i.e. PSAT, SAT I, SAT II) are collected and analyzed to monitor student preparation for college level coursework.

Granada maintains a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, college-readiness web pages and other resource materials. Programs regarding career and college information are presented to students, parents, and community members in parent academies, and through counselors in individual and group student counseling. Parent, community and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

4. 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.

5. Research Based Instructional Methodology

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 GHCHS 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, 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.

6. 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.

Granada uses a tiered intervention system to provide all students with access to a Granada Guaranteed Curriculum (GGC) so that students demonstrate grade level competencies. The process is as follows:

- Underperforming students are identified through various diagnostic measures
- NCLB 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:

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.		
Content	Process	Product
Defines WHAT a student should know, understand or be able to do as a result of the study.	Defines HOW the student will access the content to make sense of the knowledge, understanding and skill specified by the curriculum.	Defines what the student will PRODUCE to provide evidence of knowledge, understanding, and skill throughout the period of learning.
Teacher Action	Teacher Action	Teacher Action
Focus on standard of what the student will learn and modify how the student gains access to the content.	Focus activities on practices that expedite students obtaining the key knowledge, understanding and skills to interact with the curriculum in or to demonstrate learning.	Call on students to produce a demonstration of how they have owned knowledge, understanding, and skill of the learning.
Differentiation through:	Differentiation through:	Differentiation through:
<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 • 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"> • 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 • 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"> • 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 • Determine the content that all students need to learn, some students need to learn, and few students need to learn.

*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 - *Adapted from Mentoring Mind.*

7. Integration and Use of Technology

Technology is used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. In a college and career ready curriculum, students use technology to create and publish assignments and presentations, communicate with their teachers, manage their schedules, and apply information literacy skills. Teachers also have the appropriate skills to utilize technology in their instruction. 21st century teachers 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. The National Educational Technology Standards for students, teachers and administrators are the basis of specific learning and internet safety goals that support the school's mission and objectives. Instructional methods include the use of teacher laptops, LCD projectors, a Library Media Center (LMC) with significant electronic resources, classroom web-based and software resources, science labs and

probes, teacher web pages and blogs, college and career websites, computer, laptop and tablet access in classrooms. To effectively integrate technology into the school culture, teachers receive technology training through professional development and support; students receive technology training through STA, LMC orientations, and classroom instructional units. The LMC provides research archives, custom search engines, a website, resource checkout privileges, access to CSUN Oviatt Library cards for all students, iSAFE internet safety training, Los Angeles Public Library cards and access to LAPL, online access to the Burbank, County of Los Angeles, CSUN and UCLA library catalogues, and a comfortable learning environment accessible to students, teachers, parents and the community. Classroom teachers have personal laptops and use the eSchool Plus data system for attendance taking, managing grades, accessing student performance data, and all school communication.

GHCHS students will be prepared to take computer-based state standardized assessments. All eleventh grade students will participate in the Smarter Balanced Assessment Consortium (SBAC) field test spring 2014. Ninth and tenth grade students will take the Northwest Evaluation Association (NWEA) Common Core assessments in Math and English. Administering these assessments accomplishes the following goals:

- Expose students to Common Core aligned questions and adaptive assessments
- Assess large scale logistical readiness to administer computer-based assessments
- Provide teachers and parents with student performance data
- Provide faculty exposure to proctoring online assessments

To prepare for testing on a large scale we have:

- Upgraded our infrastructure
- Developed a testing plan utilizing the variety of computing devices available on campus
- Developed a testing schedule that minimizes the loss of classroom instructional time

To further prepare ninth and tenth grade students for computer based adaptive assessments, the school license with NWEA provides teacher access to additional assessments to administer as part of the regular instructional program. NWEA assessments will additionally be administered to incoming ninth grade students during the Summer Transition Academy.

MEETING THE NEEDS OF DIVERSE LEARNERS

Granada Hills Charter teachers, teacher leaders (including the department chairs, instructional advisors, and content leaders) and administrators work collaboratively to make decisions that enhance the learning of all students. The administrative team and the department grade level/content level teams meet regularly to review student progress, share successful interventions and practices, discuss challenges, and provide resources and support to develop solutions. The following measures allow us to create a model that differentiates instruction for all students:

- Diagnostic assessments for all incoming students are used in determining learning strengths and challenges of students. An early assessment beginning in the Summer Transition Academy helps identify students with disabilities, psychological (social and emotional) development, and speech and language attainment.

- If students are identified as potentially having special needs, a student study team convenes to determine further steps.
- English Learner Students or Special Education students are given appropriate tests and placed according to their learning needs.
- Students entering with gifted identification are counseled and supported in challenging academic programs. Granada recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.
- Parents are informed and engaged in English, math and content area literacy of their students
- Parent Algebra workshops are conducted to empower parent math support
- Information sessions for parents in languages other than English are scheduled to support access to college or transition to careers

Socioeconomically Disadvantaged Students

Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Identification takes place annually by direct certification through the Los Angeles County Department of Social Services (DPSS) and parent completion of the Free or Reduced Price meal Eligibility Application for the National School Lunch Program. In addition, parent education level is identified upon school enrollment. 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. GHCHS uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available external assessments such as NWEA, CAHSEE, AP, PSAT, SAT and at each reporting period based on subject grade performance.

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

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.

ENGLISH LANGUAGE (EL) PROGRAM

Vision and Objective

The vision and objective of the EL program at GHCHS 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 the EL program.

Identification of Students and Services Offered

Granada Hills Charter has a structured English language development curriculum that guides the high school education of all students identified as English Learners. Students are initially identified based on their home language survey. The initial California English Language Development Test (CELDT) is administered to any student new to the school from another country, state, or a private institution whose home language is one other than English. The results of the test are used to ensure proper English language development placement. Based on their proficiency scores, students are placed in EL levels 1-3. Students have to complete EL 1-4 before transitioning out into the mainstreamed English classes. EL 3 and 4 coursework is aligned with English 9 curriculum and gives students the equivalency of English 9 AB in high school credits.

EL students in Levels 1 and 2 use the *High Point/Edge* curriculum along with 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. Teachers meet on a weekly basis to identify specific challenges of students and provide extra tutoring and support as needed. Teacher aides provide in class support in the content areas. Support includes small classes and after school tutoring services. Second language learners and non-standard English speakers are expected to demonstrate proficiency in reading, writing, listening and speaking and progress is monitored through class performance and the annual CELDT results.

Students have access to an A-G curriculum. Granada Hills Charter meets all federal and state law guidelines relative to equal access to the curriculum for those who are English Learners. We utilize research-based methodology to instruct EL students. Students are evaluated on a regular basis. In class assessments, common benchmark assessments and common summative assessments in a teacher collaborative community helps teachers examine data and identify language supports that will help students succeed. The evaluation method is analyzed regularly to ensure that data is meaningful and helps drive instruction.

The parent organization for EL students, ELAC, meets regularly. Title III resources are used to fund evening meetings two to three times a 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. School-wide cultural celebrations, dual-language communications to parents, a school culture of universal access and opportunity, and other methods utilized by our successful EL program are necessary for student success.

Service Providers

The English language literacy intensive component of the program supports English learners through:

- A teaching staff qualified in second language pedagogy
- An after school and summer school program with a strong literacy and language focus
- Additional bilingual aides in the classroom to assist EL's in English intensive classes
- An early language acquisition program during the Summer Transition Academy

All teachers are NCLB qualified and students are clustered in mainstreamed classes with classified support. Teachers have a secondary credential as well as bilingual or ESL endorsements (state authorization to teach EL's such as BCLAD, CLAD, SB1969), and are not only trained in second language pedagogy but also have experience teaching second language learners and sheltered English classes. Teachers attend appropriate professional development provided by the district, county or the state to stay abreast of new requirements and/or laws and regulations.

Assessment and Evaluation

From daily formative assessments and checks for understanding to common formative and summative assessments aligned with English and other content areas, students follow a rigorous assessment system that allows teachers to prepare and predict success of our English learners. In their collaborative communities, teachers use common rubrics and calibration of grades to assess objectively and fairly. The criteria used for assessing the EL program are:

- Proficiency rates on the CELDT
- Student growth and advancement in language acquisition based on oral presentations and written samples
- Student work portfolios
- Class grades
- Re-designation rates based on proficiency on the CELDT, class grades, internal assessments under development and other external assessments currently under review such as the Northwest Evaluation Association (NWEA) assessments.

Reclassification

Granada reclassifies students from limited English to Proficient in English by using a process and criteria that include, but are not limited to:

- Assessment of English Language proficiency (CELDT) with an overall score of 4 or 5
- Student's performance in basic skills must demonstrate that the student is sufficiently proficient in English to participate in an academic curriculum
- Teacher evaluation that includes, but is not limited to, the students' academic performance in English/Language Development with a grade of C or better
- Parent input in reclassification

Teachers use the information from results to discuss modifications or enhancement of existing curriculum and instructional delivery.

After students complete EL 3 and 4 they are mainstreamed and their progress is continually monitored through classroom performance and grades by the EL Counselor and Coordinator. Our concerted efforts to monitor and provide all necessary support to our EL students has resulted in EL students performing and participating in all college readiness and honors programs.

GIFTED AND TALENTED STUDENTS

Gifted and Talented Students are identified upon enrollment based on application information and prior school records and entered into the school information system. Additionally, students wishing to participate in the Advanced Studies Program may also qualify based on prior grades or Advanced CST Scores in Math and English. Additional assessments are under review to address access due to changing state assessments. The GHCHS student information system is designed to allow for subgroup evaluation based of multiple criteria. GHCHS uses the student information system to monitor the progress of gifted and talented students on all available external assessments such as NWEA, CAHSEE, AP, PSAT, SAT and at each reporting period based on subject grade performance.

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.

The School for Advanced Studies program provides a challenging curriculum to gifted and talented students capable of achieving significantly beyond the level of their peers.

The gifted and talented program 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

The School'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.

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.

LOW ACHIEVING STUDENTS

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, Granada 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 challenges

The goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms teachers:

- create an environment that is responsive to learners
- assess each learner'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 learner's needs
- evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

Building Partnerships with LAUSD Special Education

Granada Hills Charter High School is a founding member of the LAUSD SELPA Charter Operated Programs (COP), also known as Option 3. We are committed to collaborating with LAUSD and other COP member schools to develop specific programs and services to serve specialized populations, especially students in the moderate to severe spectrum.

In 2011, we resurrected a partnership with LAUSD to serve non-GHCHS Deaf or Hard of Hearing (DHH) students identified by LAUSD. Presently 10 DHH students from LAUSD attend GHCHS on a Partnership Permit. During the 2012-13 academic year, we initiated a program with Leichman High School whereby eight severe/moderate intellectually disabled students participated one day per week in a VAPA art class; that same exchange program continues during the 2013-14 academic year. Also during the 2013-14 academic year we opened a class on the GHCHS campus to serve Leichman and GHCHS moderate/severe ID students full-time. Our partnership with Leichman expanded further during the 2013-14 academic year with *Project Bridge*, a weekly gardening program developed by GHCHS IB students and Leichman teachers. Granada Hills Charter also partners with *Shane's Inspiration*, a program that facilitates inclusion and fosters acceptance.

Serving all Learners

Granada Hills Charter High School teachers are responsible for differentiating lessons to accommodate all learners. If students do not meet grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan is developed to best meet the needs of the student. Classroom teachers identify students who are having difficulties with their coursework and implement

accommodations or use other instructional strategies to help meet students' needs. The students are referred to Tutorial Programs and/or Learning Labs before and after school. Teachers provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching using multiple learning modalities. To aid the problem solving approach, teachers meet in collaborative teams during professional development scheduled time, or informally at their convenience, to find new ways to address a student's needs. Teachers work with support staff to monitor student progress, gather information about the student, and determine whether the interventions have successfully met student needs.

Additional Search and Serve or Child Find Activities

Granada Hills Charter staff members actively identify students at-risk for having a disability or who may need special education and related services. The "Are You Puzzled by Your Child's Special Needs?" brochure is distributed at the beginning of the school year to all students, given to each student upon enrollment, and is available in all offices throughout the year. Students with disabilities and requiring services, enrolling in GHCHS are identified promptly. While GHCHS has a process in place for any staff member to refer students who may require special services, we have implemented additional automatic *at-risk* identification processes. The program automatically searches for students with *at-risk* using a combination of variables such as CST proficiency levels, CAHSEE proficiency levels, report card grades, attendance records, discipline records, and other factors. When a student is identified as *at-risk*, the first step of Tier-Two intervention is the implementation of a check-in/check-out program called CICO.

Students on the CICO program meet with a staff member each morning and each afternoon to review positive individualized daily goals. Students carry a point log to every class, receive regular teacher feedback, and parent feedback. Goals are reviewed weekly for adjustment to monitor and evaluate student progress and make intervention adjustments. If additional supports are needed, additional Tier-Two interventions are implemented through a Student Success Team (SST). The SST meets to determine and implement what type of interventions may benefit the student. The SST is comprised of classroom teachers, counselors, parents, administrators, and any other concerned parties. Teachers, parents and the student are asked to complete a survey to determine the students' strengths and weaknesses. The team may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. At the meeting, the team develops a Student Success Plan (SSP) to support the student in academic, social, and emotional areas of need. A Student Success Plan (SSP) may include modifications and supports provided by the teacher and counselor as well as other intervention strategies for families to implement at home and outside of school. The SSP, which is available to teachers and parents on line, outlines actions, timeline, multiple checkpoints, and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Classroom teachers provide knowledge about how students are progressing on grade level standards, and intervention class teachers provide data to show students' progress in intervention classes. Classroom accommodations are considered at this time. In all SST's the immediate outcome is a structured SSP, which outlines how to support student improvement in one or more of the areas needed. A follow up meeting is scheduled to review parent and teacher feedback to determine if progress is made in accordance with the Student Success Plan (SSP). If a student is not meeting the determined goals set forth in the success plan, follow up meetings may be held to consider other additional support. A student may also be referred to be pre-screened for a learning disability. Students may be referred for assessment for Special Education Support, or a 504 support plan.

Section 504 of the Rehabilitation Act

Granada Hills Charter recognizes its legal responsibility to ensure that no qualified person with a disability shall, based on disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified or perceived disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team includes a parent/guardian, the student, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, and accommodations. The 504 team reviews the student's records; including academic, social, and behavioral records and will be responsible to determine whether an evaluation for 504 supports as appropriate. The final determination is made by the 504 team in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education under IDEA, the 504 team will make a referral for assessment under IDEA. If the student is found by the 504 team to have a qualified or perceived disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student access. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments. The 504 Plan describes the Section 504 disability and any accommodations the team deems necessary to eliminate discrimination.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, are provided a copy of each student's 504 Plan. The 504 coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. A 504 review is conducted if new placement is considered. Additionally, each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and possible referral to assessment for Special Education Support.

Referral and Recommendations for Special Education Assessment

After a student has participated in a series of documented interventions without progress, the teacher, the counselor, the Student Study Team or 504 Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing. Requests and recommendations for special education are processed efficiently. Once the request has been received by the Special Education Coordinator, an assessment plan is created within 15 calendar days. For English language learners, the assessment plan documents the student's primary language and language proficiency status. Parents receive "A Parents' Request for Reasonable Accommodations" form with a referral for special education assessment. The original is kept in the student's green folder as part of the permanent record. With the Assessment Plan, parents receive "A Parents' Guide to Special Education Services," "Notification to Parent to Participate in Individualized Education Program Meeting", and "The IEP and You" booklet at least 10 days prior to the IEP.

Assessment

When a student has been referred for a special education assessment, the school follows all federal, state, and local district timelines. If requested by the parent, copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting are provided. Granada Hills Charter develops an IEP within 60 calendar days of receipt of written parental

consent to the assessment plan unless the parent agrees in writing to an extension. Granada Hills Charter follows appropriate timelines for conducting annual and three-year review IEPs, convenes an IEP meeting within 30 days of parent written request, and develops an IEP within 30 days of enrollment when an out of District IEP student transfers in. For Initial and Three-year assessments, the school conducts vision and hearing screenings (within the previous 12 months of the IEP meeting date) and documents the screening dates in the IEP. IEP meetings are scheduled far enough in advance to coordinate and facilitate IEP team member preparation and participation and with the “Notification to Parent/Guardian to participate in Individualized Education Program Meeting” used to document attempts to get parents to attend IEP meetings. The school accommodates when parents cannot attend the meetings by offering such services as conference telephone calls, Skype meetings, and follow-up individual conference meetings. The school maintains a roster of staff eligible to interpret at IEP team meetings and uses translation services as needed.

To ensure racial, gender and socio-economic equity, GHCHS only administers alternative assessments. “Initial” assessment reports document the following required elements: Use of multiple assessment measures; results of tests administered (including primary language tests); validity of tests administered and if test results were a valid reflection of student’s skills and aptitudes; if interpreter was used, a statement regarding validity of assessment; whether the student may need special education/related services; basis for making the previous determination; relevant behavior noted during observation of student in appropriate setting and relationship of that behavior to academic and social functioning; student’s social, emotional, behavior status as appropriate; educationally relevant health, development and medical findings; and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist’s report will include whether there is a significant discrepancy between achievement and ability and if that discrepancy is due to a perceptual/psychological disorder. In addition to learning disabilities, the school psychologist will assess for any area of disability including autism, health impairment, and emotional disturbance. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel.

For students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented. For a student with Emotional Disturbance disability, the school will conduct a comprehensive reassessment for a three-year review IEP following guidelines established by the SELPA Chartered Operated Programs.

The IEP Team and Meeting

Granada Hills Charter provides parents with “A Parents’ Guide to Special Education Services,” “Least Restrictive Environment” brochure and the “Parent Input Survey.” Present at all IEP team meetings are one or both parents of the student, administrator or administrator designee, at least one special education teacher or special education provider of the student, at least one general education teacher and a person knowledgeable about assessment such as a school psychologist or language and speech specialist as appropriate. At the IEP team meeting, assessment results are discussed along with the student’s strengths and weaknesses. Eligibility will then be determined as a team, with parents as essential members of the IEP team. Once eligibility is established, goals and objectives are written to address any area of academic, vocational, and behavioral need. Special education program and support service options in the least restrictive environment will be made based on developed goals and objectives. If there is a dispute at the IEP meeting, parents are guided to learn and inform themselves of their rights through the “Informal Dispute Resolution

for IEP Disagreements” brochure and assistance provided with completion of due process paperwork when needed.

The “Compliant Response Unit/Parent Resource Network” (CRU/PRN) poster as well as the monthly “Special Education Parent Training Calendar” is posted in a common area. Granada Hills Charter distributes to all parents and students the Parent-Student Handbook containing the nondiscrimination statement and sexual harassment policy, and Uniform Complaint Procedures. In addition, students identified for special education services receive “Section 504 and Students with Disabilities” brochure and CRU/PRN “Notification Letter”, “Complaint Response Unit/Parent Resource Network” brochure and the “Special Education Parent Training Calendar” to all parents of students with special needs.

The Special Education Program and a Continuum of Services

At GHCHS, the Special Education Program is grounded in the philosophy that ALL students can learn. It is important to note that access to each of the above programs is determined based on individual student needs as determined by the IEP Team. A specific program is 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 (for example, a student might take SDC science, a co-taught algebra class, and a resource support class). In addition to the full and customizable continuum of programs, all students have access to ALL academic programs, athletics, and activities. The continuum of programs has been designed to meet a variety of students’ educational and social-emotional needs and includes the following:

- Resource Program/Learning Center Model allows students take general education courses with support, which can include one or two periods of resource, skills support classes each day.
- The Special Day Class Program allows students to take one or more core classes in a smaller, individualized environment, which includes course offerings such as English 9-12, Biology and Physics, World History, U.S. History, Government and Economics, Algebra 1 (co-taught in the general education class), Algebra 2 and Geometry. Granada has added additional support classes for students to ensure success for all students. We continue to meet the changing needs of different subgroups of students with disabilities by providing them with quality instruction in their areas of highest need – literacy and social/ behavioral skills – in the least restrictive environment. The targeted support classes include Social Skills Support, Behavioral Support, Literacy Skills, and Study Skills. Students may take one or more of these classes throughout their tenure at Granada based on the recommendation of the IEP team.
- All Algebra 1 classes are currently being co-taught by highly qualified general education and special education teachers. Beginning in the fall of 2013, co-taught geometry will be added to the curriculum.
- Deaf and Hard of Hearing students are fully mainstreamed with support (sign language interpreter or aide) and students have one period/day of DHH support in communication skills.
- Severe/Moderate/Mild ID Program-Students in this program require the highest level of support. This is an academic and life skills based program, where students participate in CAPA testing and typically earn a GHCHS Certificate of Completion. The students in this program are given opportunities for campus work experience in the cafeteria, reprographics, school offices, and student store, and take electives with non-disabled peers.

In all programs, teachers and aides assist students in accessing grade level material with assistive technology and other supports provided in their IEPs. General education teachers, resource teachers, special education class 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 more support. Both summative and formative assessments are used to measure progress towards grade level standards as well as IEP goals and are reported to parents every six weeks and at IEP meetings.

To provide students with the Least Restrictive Environment that is highly individualized, the resource specialists and special day class teachers assist the general education teachers in meeting student needs through a combination of co-teaching, consultation and collaboration in the general education classroom as well as in resource support classes, and, when necessary, in the school's Learning Center or Specialized Support Classes to assist students in achieving their IEP goals and accessing grade level standards. Services are provided on a regular basis as per each student's IEP and are regularly tracked in Welligent with the "RST Tracker" tool. Special education providers work with a full time Special Education Coordinator to ensure that all students are receiving their provided service minutes, and track these services by logging on to Welligent on a daily basis.

Teacher Qualifications

Granada Hills Charter requires that all special education teachers are California credentialed and highly qualified and NCLB-Certified in the core content in which they teach. Special Day Class Program teachers and Resource Specialists provide academic services for students who require this support in a collaborative model. Both special education and general education staff receive professional development time to collaborate and plan for the inclusion of students with special needs into the general education population. Special educators are trained yearly on assessment administration, evaluation, IEP writing, positive behavior management, and classroom success strategies.

Transition Services

Granada Hills Charter ensures that all required transition services are in place for students designated Special Needs. Parents receive a copy of "Preparing High School Students for Transition, A Guide for Students Exiting Special Education." Transition Services are a set of coordinated activities to assist a student's transition from high school to post-high school programs. These services are designed to help the student adjust to life after he or she is no longer eligible for school related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age. The IEP team and the designated Transition Counselor oversee the implementation of these transition services. These services include instruction, community experiences, and the development of other post-school living skills, and may include referrals to Department of Rehabilitation, college Learning Disabilities centers, and Regional Center when appropriate. The coordinated activities for transition are based on the students' individual needs and take into account his or her preferences and interests. All Special Needs Students take the "Kuder Navigator" a career assessment tool. For additional assistance, parents also receive a copy of "A Parents' Guide to Helping Your Children with the Career Planning Process."

The Modified Consent Decree (MCD) Review Team

The MCD team is comprised of the Special Education Coordinator, School Psychologist, General and Special Education teachers and classroom assistants, and other support staff meets regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed. Granada Hills Charter High School is committed to supporting all students to become

life-long learners in the least restrictive environment according to federal, state and district guidelines.

SCHOOL DAY/YEAR, SCHOOL CALENDAR AND DAILY SCHEDULES

2014-2015 Calendar

Wed-Friday, August 13-15, 2014	Teacher Professional Learning Days
Monday, August 18, 2014	Pupil Free Day
Tuesday, August 19, 2014	First Day of School for Students
Monday, September 1, 2014.....	No School - Labor Day
Thursday, September 11, 2014	Back-to-School Night
Friday, September 12, 2014.....	Minimum Day
Thursday, September 25, 2014	No School – Rosh Hashanah
• Tuesday, November 11, 2014	No School - Veterans Day Holiday
November 27 and 28, 2014.....	No School - Thanksgiving Holiday
Dec 16(P 1&5) Dec 17(P 3&0) Dec 18(P 4&6) Dec 19(P 2)....	Fall Finals - Minimum Days
December 22 - January 9, 2015	Winter Break
Monday, January 12, 2015.....	Pupil Free Day
Tuesday, January 13, 2015	First Day of Spring Semester
Monday, January 19, 2015.....	No School-Martin L King, Jr. Birthday
Monday, February 16, 2015.....	No School - Presidents Day Holiday
Thursday, March 26, 2015.....	Open House
Friday, March 27, 2015	Minimum Day
March 30 – April 3, 2015	Spring Break
Monday, May 25, 2015.....	No School - Memorial Day
Jun 2 (P1&5) Jun 3(P 3&0) Jun 4(P 4&6) Jun 5 (P2).	Spring Finals - Minimum Days
Thursday, June 4, 2015	Graduation, 7:00 PM
June 15 – July 24, 2015	Summer School
June 22 – July 17, 2015	Summer Transition Academy
(Two sessions: Jun 22-July 2, and July 6-July 17)	

Bell Schedules and Instructional Minutes

All courses are taught every day.

Regular Bell Schedule – All Grades			
	Start	Stop	Length
Period 0	6:55 AM	8:03 AM	68 minutes
Period 1	8:10 AM	9:07 AM	57 minutes
Period 2	9:14 AM	10:16 AM	62 minutes
Nutrition	10:16 AM	10:28 AM	12 minutes
Period 3	10:35 AM	11:32 AM	57 minutes
Period 4	11:39 AM	12:36 PM	57 minutes
Lunch	12:36 PM	1:11 PM	35 minutes
Period 5	1:18 PM	2:15 PM	57 minutes
Period 6	2:22 PM	3:19 PM	57 minutes
Total Minutes (incl. passing)			457 minutes

Tuesday Late Arrival Bell Schedule – All Grades			
	Start	Stop	Length
Staff Collaboration	8:00 AM	9:00 AM	
Period 1	9:10 AM	9:59 AM	49 minutes
Period 2	10:06 AM	11:00 AM	54 minutes
Period 3	11:07 AM	11:56 AM	49 minutes
Lunch	11:56 AM	12:31 PM	35 minutes
Period 4	12:38 PM	1:27 PM	49 minutes
Period 5	1:34 PM	2:23 PM	49 minutes
Period 6	2:30 PM	3:19 PM	49 minutes
Total Minutes (incl. passing)			334 Minutes

Minimum Day Bell Schedule – All Grades			
(Used two days each year – the day after Back-to-School night and the day after Open House)			
	Start	Stop	Length
Period 0	7:27 AM	8:03 AM	36 minutes
Period 1	8:10 AM	8:46 AM	36 minutes
Period 2	8:53 AM	9:35 AM	42 minutes
Period 3	9:42 AM	10:18 AM	36 minutes
Nutrition	10:18 AM	10:35 AM	17 minutes
Period 4	10:42 AM	11:18 AM	36 minutes
Period 5	11:25 AM	12:01 PM	36 minutes
Period 6	12:08 PM	12:44 PM	36 minutes
Total Minutes (incl. passing)			300 Minutes

Minimum Day Final Exam Bell Schedule – All Grades			
(Used eight days each year – four days at the end of each semester)			
	Start	Stop	Length
Period 1, 2, 3 or 4	8:10 AM	9:55 AM	105 minutes
Nutrition	9:55 AM	10:25 AM	30 minutes
Period 0, 5 or 6	10:31 AM	12:16 PM	105 minutes
Total Minutes (incl. passing)			216 Minutes

FEDERAL REGULATIONS – STUDENT ACHIEVEMENT AND CREDENTIALING

Granada Hills Charter adheres to all compliance requirements delineated by the Federal Title 1 program and the provisions of the No Child Left Behind Act or replacement regulations.

No Child Left Behind

As required by *No Child Left Behind*, Granada Hills Charter High School works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Granada Hills Charter High School is committed to reducing the education gap for all students. The school has implemented all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research and strengthen the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students who face challenges; teacher quality; and participating in all required assessments.

1. Identification of Title I Students – Title I service to eligible students is based on low achievement. And students will be identified at the beginning of the year and on an ongoing basis.
2. How the Needs of Identified Title I Students Are Met – (See Meeting the Needs of All Students).
3. Adherence to all NCLB requirements – As a recipient of Title 1 Funds, Granada Hills Charter High School meets programmatic, fiscal and regulatory requirements of *No Child Left Behind* that are applicable to charter schools including meeting its Adequate Yearly Progress goal, publicly reporting the school's academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. Granada Hills Charter High School maintains and makes available to the district upon request, required documentation to demonstrate compliance with NCLB requirements. Granada Hills Charter High School regularly participates in the district's program reviews of its compliance with federal and state mandates as applicable to charter schools.
4. Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment is open to all students in the state of California if parents choose to apply through the open lottery system.
5. Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
 - a. Teachers hired by Granada Hills Charter High School meet the NCLB required criteria for “highly qualified teachers.”
 - b. Paraprofessionals meet NCLB required criteria by completion of at least two years of study at an institution of higher education or an associate or higher degree.
 - c. Parents are informed in writing at the beginning of each school year of their right to know about the qualifications of their child's teachers including timely notification if their child's is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
6. Engagement of parents of participating Title 1 students includes an annual meeting of Title 1 parents, annual participation in developing the Granada Hills Charter High Parent/School/Student component, annual participation in developing the Granada Hills Charter High School parent involvement plan. (See parent engagement).
7. Adherence to Title I Accountability Including Adequate Yearly Progress – please see adequate yearly progress.

CURRICULUM, INSTRUCTIONAL STRATEGIES AND MATERIALS

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 school has individual current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

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

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.

ACADEMIC DEPARTMENTS

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% 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.

Applied Technical Arts - Exploration of current job markets highlights the need for students who have technical skills in core and applied sciences. Applied Technical Arts instruction helps students to be prepared for today's job market. Career Technical Education (CTE) courses help students understand the critical significance and impact of technology on educational and career aspects of life; 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. Students meet standards in applied technical arts by taking classes such as: Robotics, Yearbook, Computer Applications, Web Design, Digital Imaging, Cartooning Animation, Construction, Business and Marketing, Automotive and Culinary Arts.

English-Language Arts - The goal of the English Language Arts Program is to develop in students the ability to understand analyze and interpret ideas in fiction and non-fiction texts using

evidence as justification for interpretation and developing language to discuss ideas and become informed. Critical thinking that utilizes the skills of interpreting, analyzing and synthesizing helps students become effective citizens in society, in the workplace and in lifelong learning. Students perform at a proficient level of reading, writing, speaking, and listening as guided by the California State Standards. Following the guidelines set by the Modern Language Association students use research questions to guide the research process and document research accurately and professionally. In preparation for the IB Program, the ninth and tenth grade English classes support a strong reading and writing program that is heavily focused upon contextualized expository primary and secondary texts and research skills. A structured and comprehensive writing program focused on literary and rhetorical analytical writing developed by Granada teachers is the hallmark of the English department.

Students meet A-G requirements by taking the following courses in sequence: English 9AB, English 10AB, American Literature and Composition, English 12AB and elective classes. Certain classes are offered with honors credit to meet the needs of the gifted and talented students. AP English Language and Composition and AP English Literature and Composition and IB courses are alternatives for students who challenge themselves with external assessments. The IB program is offered to all students at all skill levels who are interested in the Diploma or Certificate Program. IB and AP classes are offered side by side. At all grade levels student writing proficiency is measured by department-wide common assessments graded collaboratively by the department members. For students having difficulty meeting proficiency standards in course work, targeted intervention is utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs.

English Language Development (ELD) - The ELD standards are used to help students acquire language necessary to succeed in school. In addition to providing vocabulary and structure for content learning, ELA standards are incorporated into the classes to prepare students for graduation requirements in English. (Please see page 33 for program details).

Physical Education/Health - 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. Integration of the California Content Standards of the health curriculum 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 standards addressed in ninth and tenth grades are aligned to those addressed on the California Physical Fitness Gram. Other options for Physical Education include cheer and dance.

Mathematics - 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.

Incoming students who demonstrate proficiency in Algebra 1 begin their studies with a course in intermediate algebra (Algebra 2) or a combined course in intermediate algebra and pre-calculus topics (Algebra 2/Trigonometry). Students complete their A-G math requirements with a course in Geometry. Advanced math courses are available for interested and accelerated students;

courses such as Finance or Business Statistics, Math Analysis, AP Calculus, AP Statistics and IB Mathematical Studies are among the available options. Students who have not passed the California High School Exit Exam (CAHSEE) mathematics section participate in math workshops and/or math courses to prepare to be successful.

Science - The goal of science instruction is to foster an understanding and be able to demonstrate through application the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; use technology for information retrieval, data acquisition and analysis, and communications; and demonstrate mastery of research skills and scientific writing. Proficiency of science standards are met in the following foundational courses: Biology AB, Chemistry AB, and Physics AB. Honors and Advanced Placement courses and IB Biology, IB Physics, IB Environmental Science and IB Chemistry are offered for students wishing to pursue an IB Diploma or IB Certificate course. Physiology, both College Prep and Honors, and CP Astronomy are offered as science electives with a Biotechnology course series planned for 2013-14. Students in the STEM and GHI academic programs are encouraged to take physics as the ninth grade science.

Social Science - 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 AB, US History: 21st Century AB, 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 students.

Special Education - The goal of special education is to address the academic, vocational, and social-emotional strengths and needs of all special education students. Multiple methods for assessing student growth and understanding are employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents, teachers, designated instructional service providers, etc.) Students access the general education curriculum in all subject areas with accommodations and modifications and related services appropriate to each student's needs pursuant to an Individualized Education Plan (IEP) in the Least Restrictive Environment. Consultation and collaboration between general and special education teachers ensures full access to the general education curriculum for all students with exceptional needs. Special education students in mainstreamed classes are team taught by teachers who work in conjunction to serve the needs of the students.

Visual/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.

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.

ACADEMIC PROGRAMS

The consistent rise in the school's API is attributable to a motivated student body, strong teaching staff and instructional programs, an increased focus on curricular alignment and periodic benchmark assessments, required intervention for struggling students, and the overall resources and flexibility that come with the school's charter status to help meet the needs of all students, especially those who historically have underperformed.

Within the large school structure Granada Hills Charter provides students with many academic opportunities. The academic programs structure starts with the Granada Guaranteed Curriculum and allows students to choose paths in their areas of interest as well as access Advance Placement and International Baccalaureate courses. These programs have a history of high achievement in student engagement, performance and graduation rates, in part because of the interdisciplinary collaboration in creating curriculum, heterogeneous composition of the classes and the teams of teachers who stay with the students through two to four years.

Advanced Placement (AP)

Granada Hills Charter High School offers a rich and varied selection of AP Courses. Currently, students can select from over 24 different AP courses with a total of 46 sections offered. AP Class offerings include: Art History, Biology, Chemistry, Physics C, Calculus AB, Calculus BC, Environmental Science, Statistics, Computer Science, Economics, Psychology, Human Geography, World History, English Literature, English Language, American History, US Government, European History, Music Theory, Studio Art, Drawing, Italian, Spanish Language, and Spanish Literature. Granada also offers a comprehensive honors and college prep program.

Career Technical Education

Career Technical Education (CTE) Classes offered at Granada Hills Charter High School help students experience various career opportunities in a real-world environment, plan their coursework towards their career, and obtain career training from industry professionals. These courses provide students with experience to launch careers or enter into a post-secondary educational institute where they will continue their CTE education. These classes are designed to

develop in young people the competence, confidence, critical thinking skills, and understanding that will ensure successful careers and citizenship after graduation.

- Building Trades/Construction Industry - Construction Work 1, 2 and Advanced Construction 3
- Hospitality, Tourism and Recreation Industry - Food Services Occupations, Foods Nutrition: Chef Assistant, Culinary Arts: Catering
- Transportation Industry Courses - Beginning Auto Technician, Advanced Auto Technician
- Finance and Business - Money and Banking, Business Statistics, Entrepreneurship

Global Business and Finance (GBF)

The Global Business and Finance Program is an interdisciplinary Career Technical Education (CTE) and liberal studies program for grades ten through twelve. The program integrates business and finance concepts and current events with core coursework for English, social studies and math. The progressive CTE prep courses incorporate business and finance fundamentals enhanced by the tenets of the nationwide DECA Program with relevant guest speakers and field trips. Juniors and seniors have access to job shadowing and internship opportunities, provide volunteer and community service to local businesses and engage with mentors in the community. GBF was originally funded through a California Partnership Academic Grant from the California State Department of Education.

Global History of Ideas (GHI)

The Global History of Ideas Program presents a unique curricular approach in grades nine through eleven English and Social Studies. A team of teachers collaborate to integrate the philosophical foundations of classical Western and Eastern philosophy with core literature. The English Language Arts course is comprised of texts that provide philosophical, literary, artistic and historical approaches to the influences that shape our world. In conjunction with the ELA course, students are enrolled in science and history classes that compliment ideas learned in the GHI program, so that they can understand multiple perspectives in analyzing texts. Students develop critical reading, writing and thinking skills through interdisciplinary essays and reading of primary texts. Interested students have the option to participate in the program upon enrollment.

Humanitas/New Media (HU/NM)

The Humanitas/New Media program is designed for students in grades nine through twelve who enjoy a challenging interdisciplinary program and desire to collaborate in investigative research teams. This program offers a rigorous thematic project based, interdisciplinary, team taught approach to learning that emphasizes critical reading and writing and research skills through core classes for English, social studies and science, as well as Digital Imaging, New Media, Film Production and American Images.

International Baccalaureate (IB)

The IB Diploma Program 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 students in grades eleven and twelve. IB students take six 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 content areas. Each of these two-year courses provide greater subject matter depth than traditional non-IB courses. In addition, students write a research paper of approximately 4000 words and develop and implement

a creative volunteer project. Lastly, the IB Program offers students the opportunity to become a part of a small, intensive community of leaders on campus.

A student's IB diploma score is determined by a compilation of scores earned through a variety of assessments. Every student enrolled in an IB class engages in a series of internal and external assessments. Internal assessments include oral commentaries, portfolios, projects, essays, and research. External assessments are written exams at the end of the course (usually at the end of year two). Once completed, the external assessments are mailed to IB reviewers who are experts in their field and are scored according to a standardized rubric which is the same for all students worldwide. Each exam is scored between a one (low) and a seven (high). Students must earn a minimum of 24 combined exam points and complete the extended essay, Theory of Knowledge class, and community service project.

IB exams differ greatly from AP exams. IB exams assess what students know and understand in depth. For instance, a typical AP exam requires students to answer 50-100 multiple choice questions and respond to free response questions. If, however, one did not cover the topic of the free response comprehensively, a student may find that answering this question is difficult and might, at best, earn a three on the exam. On a typical IB exam, however, students have choice in determining response questions. When taking IB externally assessed exams, students have the choice to write on one or two of the topics prepared for in class and, within each topic, have a choice of several questions. Thus, unlike the AP exam, IB provides students with the opportunity to showcase strengths by selecting questions in which they can demonstrate learning and mastery.

Science Technology Engineering and Math (STEM)

Granada's vision is to prepare students with the 21st Century skills necessary to meet the future demands of a globally competitive workforce and inspire them to be problem-solvers, innovators, and inventors who are self-reliant, able to think logically, and contribute to the advancement of the global community through science, technology, engineering, and mathematics.

Students who are interested in the math and sciences have the opportunity to take classes that enhance their skills and their future prospects for college in the medical or engineering fields. The program is supported through common English, math and science classes, student activities and outreach opportunities, special program participation, and guest speakers. Students have access to the IB or AP program in their junior and senior years.

Virtual Program (VP)

Always at the forefront of innovation, the Granada Hills Charter High School Virtual Program offers an authentic blended platform addressing 21st century needs and preparing students for a global community. Our blended structure combines cutting edge technology with the traditional classroom experience allowing for access to rigorous curriculum while meeting the students' needs for a flexible in-seat option.

The GHCHS Virtual Program offers continual access to curriculum, partnered with an all-inclusive model where students attend required onsite science labs, visual and performing arts workshops, P.E. classes and daily scheduled academic seminars with on-site advisors who also provide one-on-one and small group tutoring throughout the instructional day.

In the Virtual Program, students have access to the full breadth of academic courses including Honors and Advanced Placement options. All students enrolled meet the UC/CSU eligibility requirements. The structure of the Virtual Program and requirements that ensure academic

integrity in a blended environment was approved by the National Collegiate Athletic Association (NCAA). This highly coveted certification for all on-line courses offered by GHCHS satisfies the NCAA requirement for high school athletes wishing to participate in Division I college athletics.

Summer Transition Academy (STA)

All incoming students participate in STA. STA is designed to provide a successful transition to all incoming students with the following emphases:

- Orient students to school climate and campus
- Assess current learning and provide a unifying experience of high school expectations
- Perform diagnostic tests to ensure proper placement of classes
- Model a college-readiness culture and develop a four-year plan for academic success
- Introduce families and students to higher education
- Register students for the Fall semester and issue necessities like Identification Cards and Lockers

Two two-week sessions run from Mid-June to Mid-July. All students participate in one of the two sessions where they receive Math and English diagnostic assessments. Assessments are used to ascertain strengths and weaknesses in academic skills. The ASB team, teachers, counselors and support staff use orientation videos and other tools to introduce students to school culture and climate. College counselors orient students to college plans and school expectations. Students go through registration, receive school IDs, purchase PE clothes/uniforms and textbooks and learn about process and procedures that help transition them into the new school culture. Students in STA have two hours of math and two hours of English instruction daily. The curriculum for STA is as follows:

- The Khan Academy design and practice structure is used in Algebra 1 and Algebra 2 classes to assess for students strengths and challenges in foundational and conceptual learning.
- A Granada Hills Charter High School English department established reading and writing curriculum designed to assess current skills of incoming students and to prepare them for grade level rigor is implemented.

English classes are heterogeneously grouped and teachers differentiate instruction to accommodate all learners. If students struggle to meet grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan is developed for how to best meet their needs. Math classes are grouped according to students' algebra skills and readiness levels.

If students are unable to attend STA, they are provided an opportunity to appeal and accommodations are made for them to attend and complete STA requirements the following summer of their sophomore year. Incoming sophomores and juniors are provided with a differentiated reading and writing curriculum that is designed to help them with reading, writing critical thinking and test taking skills appropriate for their grade levels and aligned with our instructional program.

A-G REQUIREMENTS, WASC ACCREDITATION AND TRANSFERABILITY

The courses offered at Granada Hills Charter High School are structured to prepare students to enter and succeed in college/university. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with

assuring that each student meets the A-G requirements of the University of California/California State University (CSU) as well as develops proficiency in the California Subject Matter Standards. Per AB1994, all A-G courses are transferable to colleges/universities or other public schools and parent notification regarding transferability for all courses offered is included in enrollment materials, student recruitment materials, and on published course offerings. We accept high school credits from accredited high schools.

All students must accumulate a minimum of 270 credits in grades nine through twelve and meet California proficiency standards by passing both sections of the California High School Exit Exam (or receiving a Board-approved waiver) to earn a Granada diploma. Credit may only be earned in classes not previously passed. Repeat classes do not replace previously earned grades (excluding P.E. and Performing Arts) and are not given double credit; all grades are averaged for determination of GPA. Students taking honors and Advanced Placement courses earn extra grade points as determined by the Granada Hills Charter High School Governing Board. A maximum of ten (10) credits may be earned for School Service toward graduation. Students must complete the STA and participate in all standardized testing.

Students with disabilities are tested in an environment that is conducive to their individual needs. Students complete all standardized assessments in a small group classroom with a special education teacher and with special education assistants present in the classroom. Students are provided all accommodations and modifications as identified in 504 plans or IEPs. Special education staff and Granada Hills Charter administration work with classroom teachers to ensure adherence to all accommodations and modifications.

For WASC goals and annual action plan, please see Annual Goals and Action Plan in previous section.

Granada Hills Charter High School Required Courses		Credits
English (English 9 AB, 10 AB, American Lit/Comp AB and English 12 AB)		40
College Preparatory Math*		20-30
Laboratory Science		
Biological Science AB		10
Physical Science AB		10
Social Science		
World History AB**		10
United States History AB		10
Economics		5
Principles of American Democracy		5
Visual/Performing Arts AB (annualized sequence)		10
World Languages and Cultures AB***		10-20
Local Option or other Granada Hills Charter approved course		10
Physical Education		20
Electives		90-110
TOTAL		270

*Minimum of 20 credits which include Algebra 2 and Geometry. 30 credits required for students starting Algebra 1 in the ninth grade, meeting UC/CSU “C” admission requirement.

**AP European History AB may be substituted for World History AB.

***Minimum of 10 credits if a year-long course has been passed in middle school; 20 credits if starting first year level in the ninth grade. Two consecutive years of the same language or one year of a heritage language, meeting UC/CSU “E” admission requirement.

Subject Code	A – G Subject Requirements	UC/CSU
A	History	2 years
B	English	4 years
C	College Prep. Mathematics	3 years (Algebra 1, Algebra 2, Geometry or higher)
D	Laboratory Science (1 physical science and 1 life science)	2 years (Biology, Chemistry, Physics, or other approved CP Laboratory Science) <i>[3 years recommended]</i>
E	World Language	2 years same language <i>(3 years recommended)</i>
F	Visual and Performing Arts	1 year sequential
G	College Preparatory Electives	1 year from a-g

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.

Advanced Placement courses are available at all levels with a priority focus on eleventh and twelfth grades. International Baccalaureate Courses are available to all eleventh and twelfth grade students.

ENHANCEMENT AND SUPPORT PROGRAMS

Creating a College-Going Culture

A college-going culture begins with all incoming ninth grade students as they enroll at Granada. At the middle school visit in early Spring, parents of incoming students are informed of the need to make individual appointments with the counselors of their students to provide input into curricular options and develop a four year success plan. The initial parent contact with the school counselor sets the precedent that parent engagement in student success is extremely vital to high school achievement. The students are not asked whether they plan to go to college but which college they plan to attend.

College-Preparatory Coursework and Readiness Portfolio Program– Granada students and staff inspire each other to a love for learning through modeling. Posters of college-coursework and entrance requirements are posted in classrooms. Students maintain portfolios to document progress and next steps of meeting college-entrance requirements. Parents receive the requirements of the college portfolio with a guide to plan for success at the initial parent orientation to the school program. Parents also participate in learning about and supporting their child’s preparation for meeting college-entrance requirements. All students are required to have a college or career plan including applications submitted at the conclusion of their senior year. They are also required to share their college acceptance letters to the college office in order for the school to have data and records of students’ whereabouts after high school.

1. *College Study Skills* – Granada’s curriculum includes direct development of study skills embedded in coursework to prepare our students to be independent learners through the use of study skills materials and through visiting colleges that provide an opportunity for students to learn from students in the community who have successfully entered college programs.
2. *College Orientation* – Pennants from local and national colleges and universities are displayed throughout the campus and in classrooms. Students are oriented to college coursework in ninth grade and have the opportunity to research college programs beginning in tenth grade.
3. *College-Campus Visits* – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs. Granada hosts the largest college fair in the geographical vicinity and neighborhood schools and community are encouraged to attend.
4. *College Scholarship Application Support* – Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.
5. *PSAT and SAT Tutoring and Preparation* – Granada coordinates awareness, tutoring and support preparation for PSAT and SAT exams as well as includes CSU Early Assessment into our college-readiness program. All students in tenth grade take the PSAT test.

After Hours Program (AHA)

Granada Hills Charter High School’s After Hours Activities (AHA) program offers a variety of after school classes to meet the needs and interests of students at multiple levels. It provides a fun and safe environment after school hours while allowing students to pursue or enhance an existing skill or interest or access academic support. Participants are provided with a nutritional snack. Most classes run through the semester, with the exception of Driver’s Education, which starts fresh every six weeks and are held on the school campus.

AHA tutoring is scheduled both before and after school and allows students to work on their academic proficiency with support from qualified AHA staff and Peer Tutoring Groups. Students get help with homework, participate in directed lessons or receive individualized assistance with specific academic skills.

AHA enrichment classes are free non-credit classes that teach students important competencies outside of the core academic curriculum. Current offerings include A Cappella, Driver's Education, Teen Cuisine, Game Development, Art and Design, Card Club, Cinema and Theatrical Make-up Artistry, Guitar Lessons, Beginning Band, Music Production, Small Ensembles and Bagpipes, Basketball and Soccer Clinic among others. Students can sign up in the AHA office for specific sessions or classes.

AHA additionally provides intervention support for students and their parents. California High School Exit Exam (CAHSEE) preparation classes and SAT writing workshops are offered to targeted students. These select courses are tied to parent education meetings to provide training on how to monitor and support struggling students, access opportunities for assistance and the importance of standardized testing and college readiness.

Library and Media

All students have access to our school Library Media Center before and after school from 7:00 a.m. to 6:00 p.m. daily. Availability of and opportunities to access data bases, original source documents and computer information networks: all students complete a grade-level research project each year through a different content area in preparation for senior project. Library/media center resources are extensive and accessible to each student.

FAMILY AND COMMUNITY PARTNERSHIP PROGRAMS

Parent and Family as Resources

Granada Hills Charter High School makes a concerted effort to strengthen our families and utilize them as resources that support student learning and development. The campus is open during regular school hours and after hours to families and the community with provisions of twenty four hour security. Steps to bring families into the school include reaching out to them to engage in the many parent groups on campus, contacting them by phone, meeting with families at community locales and providing them access to the campus for activities and events. Steps to establish and retain family relationships include making family involvement activities meaningful, e.g., formation of common job/interest support groups, organization of family events and bringing speakers to address topics identified as a need or of interest by parents and the school. Steps in developing parent leadership include providing opportunities for them to participate and practice their skills at parent forums, statewide and national conferences, and participation in governance committees.

In addition to parent groups that are a regular sight on the school campus, parents engage in supporting and volunteering for various school activities such as the fine arts, physical fitness and recreation activities. Parent nights such as College Night, AP Night, Articulation Night, Financial Aid Night, and School Safety Trainings including bullying and crime prevention support parents in their students career preparation activities, substance abuse prevention services, conflict resolution training, and other youth development activities based on student needs and interests.

Enrichment activities are taught by certificated staff and program staff skilled in the designated enrichment area.

Activities and strategies build directly upon the regular school day program by utilizing the same techniques/strategies that have been shared through staff developments. A large percentage of the afterschool staff members are also teachers or paraprofessionals during regular school hours. This allows for promising practices to carry over into the after school program. Trainings for paraprofessionals have included concept/thinking maps, positive behavior support, working with individuals with special needs and instructional techniques based upon grade level content standards.

Activities and Enrichment opportunities are linked to state standards. Benchmark and formative assessment results are used to develop tutoring sessions in the after school program for those students who are not meeting proficiency levels. Program staff is in constant communication with teachers and collaborate on which standards need further development during the after school hours. Staff looks to incorporate activities and games that can also be used to practice skills in literacy and math. An administrator is assigned the responsibility of oversight and organization of all afterschool activities.

Community Partnerships

Granada Hills Charter has well developed relationships with community service groups, colleges and universities, industries and businesses, alumni and organizations such as California Business for Education Excellence (CBEE), Valley Industry and Commerce Association (VICA), and Valley Economic Alliance that serve to benefit our students and our graduates. All of the communities adjacent to Granada benefit from vibrant community organizations such as Old Granada Hills Residents Group, Neighborhood Councils, Granada Hills and North Valley Regional chambers of commerce, and community service clubs. Also, the GHCHS parent engagement model of a school-based parent liaison, parent education workshops, parent and community representatives in every level of school governance including the Governing Board, a PTSA parent volunteer coordinator, web-based communication tools, extensive parent/community booster organizations, a Title 1 Parent Involvement Policy, a Parent-Student Handbook, and commitment to parent volunteerism are in place and part of Granada's school culture.

Partnerships with community service groups, colleges and universities particularly CSUN's sustainable commitment to GHCHS provides speakers, field trips, Oviatt Library privileges and other opportunities for staff and students; businesses and industries such as Raytheon who supports the GHCHS Robotics Team, and Granada alumni and organizations such as California Business for Education Excellence (CBEE) and the California Credit Union and Chase Bank that serve to benefit our students. The CSUN College of Business and Economics, East West Bank and State Farm, the Los Angeles Office of the Federal Reserve, Port of Los Angeles and the Granada Hills Chamber of Commerce along with several local small business, provide internships and mentorships for students, guest lecturers/speakers, and support for the staff to develop and design real world-related curriculum and CTE relevancy to current practices; and, the Amgen Bruce Wallace Biotechnology Lab Program Partnership and Occidental College TOPS Program trains teachers, provides curricular units, and loans science lab equipment and materials to the Science Department.

Granada Hills Charter also has long-term partnerships with the following community organizations: San Fernando Valley Coalition on Gangs, LAPD Special Enforcement Unit, CASCWA, LAUSD OEHS, LACOE Emergency Planning, American Red Cross, Community

Emergency Response Team CERT, Councilman's Office District 12, L.A. City Fire Department, California Emergency Mobile Patrol CEMT, PATC, National Middle and High School Safety Council, L.A. County Health Department, Riverside County Sheriff, National Safety Council, CASBO Safety Section, Government Emergency Telecommunications Homeland Security GETS.

Education Partnerships

- ACSD
- CSUN College of Business and Economics
- CSUN Mike Curb College of Arts, Media and Communication
- CSUN College of Mathematics and Sciences - Department of Physics and Astronomy, Department of Biology, Department of Chemistry and Biochemistry, Department of Mathematics
- CSUN Michael D. Eisner College of Education
- CSUN College of Engineering and Computer Science - Department of Computer Science, Engineering Outreach Program, Accelerated Coursework in Computer Science and Engineering for Student Success (ACCESS) Program
- CSUN Department of Health Services
- LACOE
- Los Angeles Pierce College
- Los Angeles Trade Tech
- Occidental College TOPS Program Partnership
- Pepperdine University
- University of California, Los Angeles

Business Partnerships

- Amgen Bruce Wallace Biotechnology Lab Program Partnership
- California Environmental Protection Agency Air Resources Board
- Chase Bank
- DeVry Institute
- East-West Bank
- Galpin Ford
- Granada Hills Chamber of Commerce
- Los Angeles Business Improvement District
- Los Angeles Federal Reserve
- Patagonia
- Paramount Studios
- Port of Los Angeles
- Qatar Foundation International
- Raytheon
- California Credit Union
- State Farm
- United Parcel Service (UPS)
- Valley Economic Alliance
- Valley Economic Development Corporation (VEDC)
- Valley Industry and Commerce Association (VICA)

Health Services

- American Red Cross
- Dr. John Dingilian
- Grief Counseling
- Kaiser Education Theatre Department
- L.A. County Health Department
- LACO Pacoima Health Center for immunizations, STD and TB testing
- Olive View/UCLA Medical Center for emergency services
- Planned Parenthood
- PTSA Clinics
- referrals to Northeast Valley Health Corporation for pediatrics, ob/gyn and nurse visits on a sliding-fee-scale
- referrals to Olive View Medical Center for uninsured parents
- referrals to Tarzana Treatment Centers for free family health care and drug, alcohol and mental health services
- SFV Child Guidance Center therapist
- Sports Injury Clinic
- Tarzana Treatment Center
- USC Blood Drive, health screenings, Health Fair participants
- Valley Coordinated Children's Services
- Valley Teen Clinic

Parent Support Services

- ACTING PARENT/TEEN SUPPORT – helpline
- Because I Love You Parent Support Group and Teen Support Group for families in crisis
- Boys and Girls Club of the San Fernando Valley – family services and parenting classes
- BRIDGE FOCUS – single parent support
- Community Guidance/Crisis Center – mental health
- CSUN Family Focus Resource Center – families with special needs
- Mission City Community Network – parenting classes
- PTSA
- San Fernando Valley Counseling Center – counseling
- YMCA
- Youth Policy Institute

Educational Enrichment

- California Science Center
- Careers through Culinary Arts Program (C-CAP)
- CSUN Oviatt Library
- CSUN Performing Arts Center
- CSUN Youth Philharmonic
- International Baccalaureate Organization, Inc.
- LACMA
- Los Angeles Music Center
- Los Angeles Public Library
- MOCA, Los Angeles
- Natural History Museum

- Pacific Asia Museum
- Ronald Reagan Presidential Library and Museum
- Skirball Museum
- The Getty Center Secondary Teachers' Institute and Summer Institute
- The Huntington Library, Arts Collection and Botanical Gardens
- Youth Policy Institute

Civic Partnerships

- Alliance for Climate Education (ACE)
- California Business for Education Excellence (CBEE)
- Councilman's Office District 12
- Granada Hills Chamber of Commerce
- Granada Hills Neighborhood South Council grant
- Kiwanis-sponsored club
- L.A. Chamber of Commerce UniteLA
- LAUSD OEHS
- National Middle and High School Safety Council
- Old Granada Hills Residents Group
- Rotary Club
- Safety groups such as LAPD Special Enforcement Unit, L.A. City Fire Department, Community Emergency Response Team, California Emergency Mobile Patrol, et.al
- STEM Coalition
- VICA

NUTRITION, HEALTH AND WELLNESS PROGRAM

Granada Hills Charter Food and Nutrition Services (cafeteria) provides an assurance that the School's guidelines for reimbursable school meals will not be less restrictive than federal regulations, as they apply to schools.

Meals served through the National School Lunch and Breakfast Programs

- Meet, at a minimum, nutrition requirements established by local, state, and federal status and FDA regulations.
- Offer a variety of fresh fruits and vegetables daily in each meal, with a variety of choices that, when practical, should be California grown and organic or pesticide/herbicide free. Salad bars and/ or pre-packaged salads, as well as fresh fruit is available daily.
- Offer meals that are appealing and attractive to children of various ages and diverse background;
- Serve only low-fat (one percent) and fat-free milk and nutritionally- equivalent non-dairy alternatives (to be defined by the USDA); and ensure that over half of the served grains are whole grain.
- Ensure meals are served in clean and pleasant settings.

In addition, the cafeteria shares information about the nutritional content of meals with parents and students through the school website.

Nutrition standards apply to all foods and beverages provided through the school's cafeteria, student's store, vending machines, fundraisers, and other venues.

Granada's Wellness Policy is committed to provide a school environment that promotes students' wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience.

HEALTH AND HUMAN SERVICES: ACADEMIC AND HEALTH GUIDANCE

Granada Hills Charter is committed to the belief that all students can achieve school success through academic, college/career readiness and personal/social development. The California and National Standards for School Counseling Programs shall serve as a model for the model for the health and human services programs. The Health and Human Services department will meet standards by developing comprehensive school counseling and guidance programs that are modeled on the standards. The program includes the school nurse, guidance counselors, college counselors, school psychologists and psychiatric social workers.

We believe students need to be emotionally and academically prepared to learn effectively. Providing mental health support in the effort to address student's academic, emotional and social needs therefore represents a salient function of school counseling; embedded in the Granada Hills Charter counseling programs are comprehensive and mental health services that are subsumed in the context of promoting student success. Comprehensive programs are developmental in nature, preventative in design and comprehensive in scope and purpose. As an integral part of a total education program, GHCHS shall continue to hire credentialed school counselors to ensure equity and access to services so that every student is challenged and supported to achieve his/her highest potential.

Granada Hills Charter has hired a full-time a psychiatric social worker, one part time psychiatric social worker, one full time nurse, three part time nurses, one full time school psychologist and three college/career counselors. Nine guidance counselors currently serve caseloads of approximately 450 to 1 with the support of a comprehensive intern program. For more detailed information regarding the academic, social and emotion development, prevention and intervention and college and career readiness, refer to page 54.

The comprehensive counseling program at GHCHS will evaluate its program yearly using measurable student competencies, evidence, and outcomes as defined by the California and National Counseling Standards.

TEACHER RECRUITMENT

Effective Staffing; Granada Hills Charter currently has 185 certificated and 110 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 highly qualified new and experienced credentialed teachers who fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to the school's core values and beliefs.

Professional Development and Highly Qualified Teachers

Preparation: Granada Hills Charter's clear and established employment policies state that all teachers must meet the requirements set forth by the NCLB or replacement regulations. All teachers coming in with a preliminary credential are required to enroll in the Beginning Teacher Support Program (BTSA) 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 school culture and climate of high expectations and safety for all students, and review GHCHS's procedures policies and evaluation rubric on teaching standards and the Peer Assistance and Review System.
- Mid-August – Three pupil-free days are scheduled and teacher meetings are held with an emphasis on the goals set by the leadership team and guiding committees. Staff development focused on identified school needs is provided in addition to allowing time for teachers to work in teams and/or departments to develop annual curriculum planning including interdisciplinary units and UbD units.

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, learning walks, or for dialog with an assigned mentor or peer reviewer.
- New teachers participate in ongoing team planning meetings or grade level meetings on a weekly basis.
- Instructional supervision and support is provided by a member of the Administrative Team almost on a daily basis. 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.

Paraprofessionals/School Security

Granada Hills Charter employs approximately 25 paraprofessionals annually. Our paraprofessionals' key role is to assist teachers in supporting and extending the instructional program by conducting directed/guided lessons in large and small groups. Granada Hills Charter also employs approximately 10 security staff who assist in maintaining a safe and nurturing environment and in supporting school/community relationships. Additionally, paraprofessionals and school security staff support teachers in maintaining discipline and in encouraging and supporting positive student behavior. Paraprofessionals and security staff are encouraged and have opportunities to tutor and/or monitor after school programs.

Instructional Volunteers/Interns

- Student Teachers: California State University Northridge (CSUN) places approximately 5-10 student teachers at our school each semester through an agreement with the GHCHS Governing Board. The student teachers are supervised by an exemplary mentor teacher who provides the guidance and support they need to become successful educators. A significant percentage of student teachers are hired by Granada once they have completed

their credential requirements. All student teachers have submitted to criminal background checks and fingerprinting in accordance with state law and have provided TB clearance results to CSUN before qualifying for the student teacher program.

- University Counseling Interns: CSUN places on average, one intern per year, who partners with the counselors to provide small group/individual counseling sessions, interviews, observations and support school/community relationships. All interns have submitted to criminal background checks and fingerprinting in accordance with state law and have provided TB clearance results.

Staff 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. Along with using the growth continuum table provided by the Beginning Teacher Support and Assistance Program (BTSA) as an observation tool, administrators, mentor teachers and peer observers have a clear understanding of their roles in the observation process.

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.

Student outcome measures such as individual outcomes including benchmark assessment results and schoolwide outcomes including API, AP results, attendance and graduation are also included in overall staff evaluation.

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 four pupil-free days each year for professional learning along with the late start Tuesdays for weekly professional development.
- Individualized professional growth opportunities – These are provided based on individual teacher’s needs as indicated on their evaluation results. Each administrator provides on-going one-on-one assistance, training and monitoring. Teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.
- Administrator, Teacher and Support Staff Training Programs - A partnership has been established with the Ventura County Office of Education (VCOE) and the HART High School District to provide Granada’s administrators with staff development opportunities and training and practicum hours including those per AB75. Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with CSUN which provides long-term, on-going staff development opportunities and mentoring for both administrators and teachers.
- Data Teams – Granada Hills Charter’s instructional team meets at the beginning of the school year to disaggregate standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. 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 in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement

- Travel study – Administrators, teachers, support staff and students are provided opportunities through funding from organizations like the Qatar Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students learn global contents and gain new perspectives through student visitations and first-hand observation.

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.
- 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; and
- Common benchmark assessments and summative annual assessments.

Ongoing professional development is also provided by Granada staff, contracted providers and educational partners (i.e.; LACOE, ASCD, CSUN, UCLA, Pepperdine University, Skirball Museum etc.) and is implemented and monitored as follows:

- At the end of each school year, teacher leaders and the administrative instructional team meet to analyze and identify needs of staff. Administrators and grade level teams meet to survey, discuss and identify strengths and needs of students, self and program.
- Data is also analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the Department Chairs and Instructional advisors of each department and they, in the leadership team, work collectively in developing an annual staff development plan along with associated actions to be taken.

- The administrative team analyzes student achievement results from standardized testing, in-house assessments, observations, parent, student and staff survey results to assist in further assessing needs. Administrators articulate trends with staff at faculty meetings, at grade level meetings and with the leadership team in order to come to a consensus on the interpretation of results and to strengthen the identification and development of appropriate goals and actions. Recommendations for professional development are made to the leadership team.
- The Intervention Support Team meets monthly to review referrals to the SST. Concerns related to behavior, attendance, physical and/or mental health, and families are discussed and recommendations are made for individual, as well as schoolwide needs. Individual concerns are addressed confidentially and schoolwide concerns are presented to the leadership team and as needed brought to the Curriculum and Instruction Committee.

A Typical Day at Granada Hills Charter High School

The majority of students begin arriving at school by 7:30 a.m. and are greeted at various entrances by an administrator or another adult. The student body reflects the diversity of the community and the 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. All students have access to over 150 course offerings, and some students elect to join one of six thematic academic programs - Global History of Ideas, 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.

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 targeting 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 each classroom, students are taught by a highly qualified teacher who utilizes 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 direct instruction, group learning, hands-on learning and individual practice to help students understand and internalize current curriculum with a focus on lifelong learning. A variety of instructional strategies, scaffolding and explicit modeling are practiced and used consistently in classes.

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 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 extra curricula 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 STUDENT OUTCOMES

The measurable student outcomes identified for use by the charter school. “Student outcomes,” for purpose of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

California Education Code Section 47605 (b) (5) (B)

ELEMENT 3: METHOD BY WHICH STUDENT PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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 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.

In order to best serve our students and community, Granada Hills Charter High School continues to examine and refine its list of student outcomes over time to reflect the school’s mission, aligned with the California Common Core State Standards and the Next Generation Science Standards 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	English 9 College Prep (CP) and Honors English 10 CP and Honors American Literature CP and Honors Contemporary Composition Advanced Composition AP Language and Composition AP Literature and Composition IB HL English EL Levels 1-4

	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.	Journalism 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 Honors Algebra 2/ Trig Geometry Math Analysis/Trig Honors Business Statistics AP Calculus AB, AP Calculus BC AP Statistics, AP Computer Science IB Math Studies 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. • Students develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; • Students use technology for information retrieval, data acquisition and analysis, and communications; • Students demonstrate mastery of research skills and scientific writing 	Biology CP and Honors, Chemistry CP and Honors, Physics CP and Honors, Astronomy, AP Biology, AP Chemistry AP Environmental Science, AP Physics C, AP Physics 1 IB Bio HL, IB Chemistry SL and HL IB Physics SL, IB Environmental Science SL

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 demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. 	Geography CP and Honors, AP Human Geography, World History/ Geography and Cultures, American History, US History, American Government, Economics, Psychology, AP Psychology, AP World History, AP US History, AP European History, AP American Government, AP Economics IB History HL, IB Psychology SL
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. • Students use language in real life situations. 	American Sign Language 1-3, Arabic 1-3, Arabic for Heritage speakers 1-2, French 1-3, Korean 1-3, Korean for Heritage Speakers 1-2, Italian 1-3, Mandarin 1-3, Mandarin for Heritage Speakers 1-2, Spanish 1-4, Spanish for Heritage Speakers 1-2, AP Spanish Language and Culture, AP Spanish Literature and Culture, IB Spanish SL, IB Italian SL, IB French SL, IB Korean SL
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. 	Visual Arts, Drawing, Painting, Cartooning/Animation, Guitar, Ceramics, Design Craft, American Images, Digital Imaging, Filmmaking, Dance, Intermediate Dance, Drama, Theatre Arts, Play Production, Guitar, Jazz Ensemble, Keyboards, Music Technology, Band, Instruments, Orchestra, Advanced Orchestra, Vocal Ensemble, Concert Choir, AP Music Theory, AP Art History, AP Drawing, AP Studio Art, IB Theatre SL, IB Theatre HL, IB Visual Arts SL
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. 	<i>Building Trades & Construction:</i> Construction Work 1, 2 and Advanced Construction 3 <i>Hospitality, Tourism & Recreation Industry:</i> Foods Nutrition: Chef Assistant, Culinary Arts: Catering <i>Transportation Industry:</i> Auto Technology I, II, Adv. Auto Technology <i>Finance and Business:</i> Money & Banking, Business Statistics, Entrepreneurship

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. 	Physical/Health Education
Local Options	<ul style="list-style-type: none"> Students develop interests in core curricular subjects and college and career pathways. 	Geography CP and Honors, AP Geography Exploring Computer Science Money and Banking, New Media, Drama

Measuring Pupil Outcomes: Summative Assessment Performance Targets

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUB-PRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUB-PRIORITY	Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All teacher candidates screened for employment will hold valid CA Teaching Credential or CTE Credential for CTE Classes; Granada Hills Charter Human Resources have credential data in our Helios school database and will screen employees on monthly basis for upcoming expirations.
MEASURABLE OUTCOME	100% of teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5; NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUB-PRIORITY	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to CA Common Core State Standards and our charter petition.
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	Leadership Team and Content Leaders review all instructional materials before purchase; school maintains list of textbooks and supplemental materials.

SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	School facilities are clean and maintained in good repair.
ACTIONS TO ACHIEVE GOAL	Daily documented maintenance and cleaning by custodial staff will assure a safe and clean campus; scheduled maintenance and deep cleaning with regular facility inspections will provide and clean and safe learning environment.
MEASURABLE OUTCOME	Daily cleanliness spot checks review of cleaning logs; 90% of items on Site Inspection Lists will demonstrate compliance and good standing.
METHODS OF MEASUREMENT	Daily cleanliness spot checks and monitoring by custodial crew, Plant Manager, security staff and other adults; site inspection documents and daily cleaning logs.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUB-PRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	<ul style="list-style-type: none"> • Charter School will fully implement state-adopted ELA and Math academic content and performance standards by School Year 2014-15 for all students, including subgroups • Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. • Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS).
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Granada Hills Charter has been implementing the Common Core since 2010. • Granada Hills Charter will ensure ELA and Math curricula and assessments are aligned to the Common Core State Standards. • Granada Hills Charter teachers will participate in annual professional development on the implementation of the Common Core State Standards
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in Professional Development and trainings in CA CCSS.
METHODS OF MEASUREMENT	School master calendar and PD calendar will serve as evidence of participation by teachers in professional development activities.
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
ACTIONS TO ACHIEVE GOAL	EL students will participate in ELA/Literacy instruction with appropriate ELD and SDAIE instructional strategies and multi-tiered interventions and supports as needed.
MEASURABLE OUTCOME	100% of students will gain academic content knowledge through the implementation of the CA CCSS.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, grade reports; CELDT, NWEA, CAHSEE, PSAT, EAP, SAT, ACT, and other available local and statewide assessments.

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including parent participation and efforts to seek parent input for decision-making

SUB-PRIORITY A – PARENT INVOLVEMENT

GOAL TO ACHIEVE SUB-PRIORITY	Charter School will provide opportunities for parent involvement
ACTIONS TO ACHIEVE GOAL	Charter School will host a minimum of three parent activities/events per semester
MEASURABLE OUTCOME	Charter School will host a minimum of three parent activities/events per semester
METHODS OF MEASUREMENT	Charter School parent event agendas; event sign-in sheets

SUB-PRIORITY B – PARENT INPUT

GOAL TO ACHIEVE SUB-PRIORITY	Charter school will provide opportunities for parent input in committee meetings and informational sessions.
ACTIONS TO ACHIEVE GOAL	Charter School will have at least two parents sitting on Standing Committees
MEASURABLE OUTCOME	Minimum of two parents on Governing Board
METHODS OF MEASUREMENT	Charter School sign-ins at all Standing Committee and Board meetings; meeting committee meetings

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who are college and career ready*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness*

SUB-PRIORITY A – STATEWIDE ASSESSMENTS: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUB-PRIORITY	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CA ASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics including the CAHSEE.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS and CAHSEE aligned instructional materials.
MEASURABLE	Students, including all significant student subgroups (Hispanic or Latino,

OUTCOME	Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CA ASPP statewide assessment and the CAHSEE in the areas of English Language Arts/Literacy and Mathematics
METHODS OF MEASUREMENT	CA ASPP, CAHSEE performance reports
SUB-PRIORITY B – API	
GOAL TO ACHIEVE SUB-PRIORITY	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA ASPP
MEASURABLE OUTCOME	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
SUB-PRIORITY C – COLLEGE AND CAREER READY	
GOAL TO ACHIEVE SUB-PRIORITY	Students are on track to be college and career ready
ACTIONS TO ACHIEVE GOAL	Provide opportunities for all students to take the Early Assessment College Readiness (EAP) Exam, PSAT, SAT and ACT as well as NWEA in math and English and the CELDT exam to determine literacy and numeracy levels. Targeted intervention for identified students.
MEASURABLE OUTCOME	Outcomes from the above stated external exams; common formative and summative assessments, and semester grade reports.
METHODS OF MEASUREMENT	PSAT, EAP, SAT, ACT, NWEA reports, grade reports.
SUB-PRIORITY D – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	EL students will advance each academic year at least one performance level on the CELDT or other available external assessments, such as the NWEA.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes individual support; small group instruction; appropriate use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	75% EL students advance each academic year at least one performance level on the CELDT or other available external assessment, such as the NWEA.
METHODS OF MEASUREMENT	CELDT Score Reports, grade reports and other available external assessments available, such as the NWEA.
SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA ASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes individual support; small group instruction; appropriate use of SDAIE and ELD instructional

	strategies.
MEASURABLE OUTCOME	EL students reclassified as Fluent English Proficient annually will meet or exceed targets for growth once set by the State.
METHODS OF MEASUREMENT	CELDT results; internal reclassification documents; CALPADS Submissions.
SUB-PRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUB-PRIORITY	Students will pass AP exams at a rate higher than average County, State and National scores.
ACTIONS TO ACHIEVE GOAL	Students will have access to the (24) available AP exams offered on campus. Course curriculum and supports will be aligned to passage of AP exams administered.
MEASURABLE OUTCOME	Students will pass AP exams at a rate higher than average County, State and National scores.
METHODS OF MEASUREMENT	AP exams results from College Board.
SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUB-PRIORITY	Eleventh graders will pass EAP exams at higher rates than 11 th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
ACTIONS TO ACHIEVE GOAL	Counselors will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11 th graders will take EAP exams as part of pathway. EAP prep will be incorporated into 11 th grade curriculum.
MEASURABLE OUTCOME	Eleventh graders will pass EAP exams at higher rates than 11 th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
METHODS OF MEASUREMENT	EAP exams; internal semester-to-semester A-G tracking; internal senior tracking.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates D. High school dropout rates E. High school graduation rates 	
SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will maintain a high ADA rate.
ACTIONS TO ACHIEVE GOAL	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; parents & families will be engaged throughout year; students not meeting attendance standard will counseled per attendance policy.
MEASURABLE	Annual Average Daily Attendance will be at least 95%.

OUTCOME	
METHODS OF MEASUREMENT	Period and Daily attendance monitoring, Monthly, P1, P2 and Annual State Reports.
SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of our attendance policies specified in our Student Handbook given out at the beginning of every year and to in-year enrollees; students not meeting attendance standard will be will counseled per attendance policy.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	Period and Daily attendance monitoring, Monthly, P1, P2 and Annual State Reports.
SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO SCHOOL	
SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselor; continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
MEASURABLE OUTCOME	CDE cohort dropout rates will be lower than CDE cohort dropout rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal dropout projections based on CALPADS extracts
SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselors; continued use of multi-tiered system of intervention and support.
MEASURABLE OUTCOME	CDE cohort graduation rates will be higher than CDE cohort graduation rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal graduation projections based enrollment, CALPADS extracts and senior tracking.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	

SUB-PRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will reduce its suspension rates each year of its operation.
ACTIONS TO ACHIEVE GOAL	Granada Hills Charter will review suspension data and policies annually to assess effectiveness and reduce recidivism.
MEASURABLE OUTCOME	School will reduce its suspension rates each year of its operation utilizing multi-tiered system of interventions and supports.
METHODS OF MEASUREMENT	Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report; Regular Internal Reports.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Charter School will maintain a low >1% annual expulsion rate.
ACTIONS TO ACHIEVE GOAL	Granada Hills Charter will assess expulsion policies annually to assess effectiveness.
MEASURABLE OUTCOME	Annually, >1% of enrolled students will be expelled.
METHODS OF MEASUREMENT	Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Reports; Internal Reports.
SUB-PRIORITY C – SCHOOL CONNECTEDNESS	
GOAL TO ACHIEVE SUB-PRIORITY	Students, families, and school community will feel a sense of connectedness
ACTIONS TO ACHIEVE GOAL	Continued implementation of athletics, after-school programs, family and community outreach, and other programs integral to school operations; continued involvement of families in all key school operations and programs.
MEASURABLE OUTCOME	Annually 75% of stakeholders surveyed will respond positively.
METHODS OF MEASUREMENT	Internal surveys which include parents, students, staff and stakeholders.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE PRIORITY	Students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to academic and educational program as outlined in the school’s charter.
ACTIONS TO ACHIEVE GOAL	Charter School will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on A-G requirements and the Common Core State Standards. Targeted intervention will be

	provided in multiple ways such as co-taught classes.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, will have access to and can enroll in core and non-core subjects content areas available.
METHODS OF MEASUREMENT	A-G completion rates; Charter School master schedule; student schedules.
STATE PRIORITY #8— PUPIL OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable</i>	
SUB-PRIORITY A – SUMMER BRIDGE	
GOAL TO ACHIEVE SUB-PRIORITY	Incoming student participation in Summer Transition Academy for enrichment, intervention and identification of skill levels.
ACTIONS TO ACHIEVE GOAL	Granada Hills Charter will provide remedial summer school and incoming student Summer Transition Academy annually which provides assessment data.
MEASURABLE OUTCOME	100% student participation in Summer Transition Academy; summer school provides remediation and additional support for on-time graduation and maintenance of skills.
METHODS OF MEASUREMENT	Summer Transition Academy and Summer School Attendance Rosters; grade reports.
SUB-PRIORITY B – ELA INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to insure successful achievement as well as access advanced placement as available.
ACTIONS TO ACHIEVE GOAL	Incoming ELA levels will be accessed during Summer Transition Academy. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into ELA courses and identified for early intervention and future advanced placement.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; CELDT, NWEA, CAHSEE, PSAT, EAP, SAT, ACT, and other available local and statewide assessments.
SUB-PRIORITY C – MATH INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.
ACTIONS TO ACHIEVE GOAL	Incoming mathematics levels will be accessed during Summer Transition Academy. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into mathematics courses and identified for early intervention and future advanced placement.

METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; NWEA, CAHSEE, PSAT, EAP, SAT, ACT, and other available local and statewide assessments.
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Performance Targets Aligned to State Priorities

Below is a chart “consistent with the way information is reported on a school accountability report card”, CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d).

The Charter School’s goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by adopted by the Granada Hills Charter High School Governing Board (by July 1, 2014).

State Priority 1: Basic services

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Percentage of teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing	100%	100%	100%	100%	100%
B) Percentage of students that will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	100%	100%	100%	100%	100%
C) Daily cleanliness spot checks	Daily	Daily	Daily	Daily	Daily
D) Percentage of items on Site Inspection Lists in compliance or good standing	90%	90%	90%	90%	90%

State Priority 2: Implementation of academic content and performance standards

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Teacher participation in Professional Development and trainings in CA CCSS	100%	100%	100%	100%	100%
B) Percentage of students that will gain academic content knowledge through the implementation of the CA CCSS	100%	100%	100%	100%	100%

State Priority 3: Parental involvement

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Number of parent activities/events Charter School will host per semester	3 activities or events	3 activities or events	3 activities or events	3 activities or events	3 activities or events
B) Minimum number of parents on School Advisory Council	2 parents	2 parents	2 parents	2 parents	2 parents

State Priority 4: Student achievement

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) CA ASPP English Language Arts/Literacy and	Meets or exceed	Meets or exceed	Meets or exceed	Meets or exceed	Meets or exceed

Mathematics statewide assessment growth targets for students, including all significant student subgroups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities)	targets for growth	targets for growth	targets for growth	targets for growth	targets for growth
B) API growth target, or equivalent assessment target	Meets target	Meets target	Meets target	Meets target	Meets target
C) NWEA or other external assessment as available	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth
D) Percentage of EL students advancing one performance level on CELDT or other available external as assessment available	75%	75%	75%	75%	75%
E) Percentage of EL students reclassified as Fluent English Proficient	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth	Meets or exceed targets for growth
F) AP exam passage and participation rate by graduating seniors	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools
G) EAP exam passage rate by eleventh graders	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools
G) Percentage of graduating seniors that will graduate A-G	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools

State Priority 5: Student engagement

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Annual Average Daily Attendance	>95%	>95%	>95%	>95%	>95%
B) Student Absenteeism Rates	<5%	<5%	<5%	<5%	<5%
C) Middle School Dropout Rates	N/A	N/A	N/A	N/A	N/A
D) CDE Cohort High School Dropout Rates	Lower than comparable neighborhood schools	Lower than comparable neighborhood schools	Lower than comparable neighborhood schools	Lower than comparable neighborhood schools	Lower than comparable neighborhood schools
E) CDE Cohort High School Graduation Rates	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools	Higher than comparable neighborhood schools

State Priority 6: School climate

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Pupil Suspension Rates	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year	Lower than prior year
B) Pupil Expulsion Rates	<1%	<1%	<1%	<1%	<1%
C) Annual Stakeholder Satisfaction Survey Results	75%	75%	75%	75%	75%

State Priority 7: Course access

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
Percentage of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, that will have access to and can enroll in core and non-core subjects content areas as available.	100%	100%	100%	100%	100%

State Priority 8: Pupil outcomes

Annual Goals	2014-15	2015-16	2016-17	2017-18	2018-19
A) Student participation in Summer Transition Academy	98%	98%	98%	98%	98%
B) Percentage of students correctly placed in ELA intervention courses	90%	90%	90%	90%	90%
C) Percentage of students correctly placed in Math intervention courses	90%	90%	90%	90%	90%

The Granada Hills Charter Governing Board ultimately is accountable and responsible for student progress as it relates to student achievement. The GHCHS Governing Board reviews the aforementioned goals as well as additional student performance goals enumerated in the Board's Performance Metric (See Appendix M) at various meetings through the academic year. The Governing Board's annual evaluation of the Executive Director is based on these goals and other goals determined annually by the Board and the Executive Director. The Executive Director is charged by the GHCHS Governing Board with the implementation of strategies and programs that will ensure higher student performance levels..

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 Granada Hills Charter High School 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

Granada Hills Charter High School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests pursuant to Section 60606 AND 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. If GHCHS does not test (i.e., CA ASPP, CELDT, CAHSEE) with the District, GHCHS hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as GHCHS.

The California Standards Tests, CELDT, Physical Fitness Test, and the CAHSEE are administered during the year. The PSAT is administered to ninth and tenth graders annually at no charge.

Assessment Method	Frequency
State Mandated Standardized Tests (CA CCSS, CELDT, CAHSEE)	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments (Data Director)	Quarterly (every 10 weeks)
College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exams	Beginning in Grade 10
California High School Exit Exam	As scheduled by CA State Department
Analysis of Student Projects	Ongoing
Student Progress Reports	Six, twelve, twenty week
Student Diagnostic assessments in English Language Arts and Math	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Quarterly, Semester End

California High School Exit Exam

All students beginning with grade ten take the California High School Exit Exam (CAHSEE). It is expected that by the time that students complete the grade twelve, one hundred (100) percent will have passed the CAHSEE and receive a diploma. All students at Granada Hills Charter pass the CAHSEE. The goal is to improve to 100 percent proficiency.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in-class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Granada Hills Charter conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations.

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 9-12 and culminating with the twelfth grade senior project. Teachers use defined rubrics to assess student performance. The projects address progress of the 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 department has developed common formative and summative assessments that are being 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 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 (at 6 weeks and 12 weeks and at 20 weeks for final semester grades).
- In classroom departmental placement and common final exams (prior to issuing 12 and 20 week reports).
- Results from State Standardized testing, PSAT, SAT I & II, CAHSEE, 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 uses 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 create insight into a standardized performance that gives students equity, access and a fair grade in benchmarked assessments.

Data Gathering

As data is gathered and entered both in *eSchool Plus* and data director, the faculty and staff begins the task of analysis to measure progress towards the school’s selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

Schoolwide general and subgroup student performance results on standardized testing are shared and evaluated by all stakeholders as they become available. Department teams, academic program groups, 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 DataDirector 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
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Grading Policy

Grading is based on a common and standardized grading policy. Our school 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 instructional practices in the department and school-wide held Maintain 31 late start Tuesdays Maintain 4 Pupil Free Days 	School records
Teacher	<ul style="list-style-type: none"> Foster knowledge of curriculum 	Student Test Scores

Performance	<ul style="list-style-type: none"> • Encourage competence in pedagogy • Promote positive professional attitude • Implement effective teaching strategies 	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 High School.

In addition to analysis of data, the GHCHS Governing Board, which meets monthly, receives regular updates from the Executive Director on the 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 Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code Section 47605 (b) (5) (D)

Granada Hills Charter High School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Granada Hills Charter shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

GENERAL PROVISIONS

As an independent charter school, GHCHS, 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 Granada Hills Charter.

Granada Hills Charter shall comply with the Brown Act and the Public Records Act.

GHCHS has adopted a conflict of interest code that complies with federal and state laws, the Political Reform Act, and the Corporation Code and Conflict of Interest rules. Members of the GHCHS Governing Board, any administrators, managers or employees, and any other committees of the School shall comply with applicable federal and state laws, nonprofit integrity standards and LAUSD Board-adopted Charter School policies and regulations regarding ethics and conflicts of interest.

Granada Hills Charter 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 Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Granada Hills Charter High School shall make available to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Granada

Hills Charter shall also make available to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the GHCHS governing board pursuant to Education Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Granada Hills Charter 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. Granada Hills Charter High School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Granada Hills Charter shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Granada Hills Charter 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 GHCHS, that GHCHS 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.

Granada Hills Charter shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 *et seq.*

Granada Hills Charter shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

Legal and Policy Compliance

Granada Hills Charter shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

Responding to Inquiries

Granada Hills Charter, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Granada Hills Charter, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to GHCHS's operations is received or discovered by the District, GHCHS shall cooperate with

any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Notification of the District

Granada Hills Charter High School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by GHCHS. Granada Hills Charter High School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

Transfer of student records

When a student transfers for any reason from GHCHS to any other school, GHCHS shall transfer the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. When a student transfers for any reason from a District school to GHCHS, the District or District school shall transfer the student's complete cumulative record within 10 school days of receiving a records request from GHCHS. In the event GHCHS closes, GHCHS shall comply with the student records transfer provisions in Element 16.

Renewal

Renewal of the charter shall be in accordance with the standards set forth in Education Code Section 47605 and 47607.

GRANADA HILLS CHARTER HIGH SCHOOL GOVERNING BOARD

The mandate of the Governing Board and stakeholders of GHCHS is to promote the guiding mission of GHCHS 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-wide 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. As part of the school's mission, it is vital that pupils witness and participate in the school's collaborative process of policy development and decision making.

Board Meetings and Duties

The Governing Board will meet monthly (except during the summer months or more often, as needed) and in accordance with the Brown Act. Meetings will be held at Granada Hills Charter High School, 10535 Zelzah Avenue, Granada Hills, California. The meeting calendar for the Governing Board and Standing Committees is prepared by the Board Chair and the Executive Director and approved by the Governing Board each December for the following calendar year. Agendas are posted on the school's website, on a bulletin board at the front entrance of the school and in the main office of the school. 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;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Oversight of curricular and extra-curricular programs;
- Community service 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 GHCHS 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 GHCHS and non-charter schools within LAUSD, LAUSD staff are encouraged to attend Board meetings. The GHCHS Governing Board will also solicit the participation of members of the community who do not have a stake in or accountability for the school's educational mission and outcomes as expressed herein.

The GHCHS Governing Board will also solicit the participation of members of the community who do not have a direct stake in or accountability for the school's educational mission and outcomes expressed in this charter. Members of the community may attend board meetings consistent with open meeting requirements. All Governing Board meetings are open to the public. Meeting agendas and minutes will be made available as required by law.

Composition of the Governing Board

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

- three (3) at large/community members
- one (1) parent/guardian
- two (2) certificated teachers (certificated support staff, included)
- one (1) classified staff member
- one (1) administrator (other than the executive director)
- one (1) retired GHCHS teacher

In addition, one (1) student member will sit on the Board in a non-voting capacity. Should the law change or the District require a change necessitating a change in Board composition to all non-interested members, Board member selection shall follow the Ad Hoc Board Screening Committee process outlined below with the existing, sitting Board members ratifying or rejecting the recommendation made by the Ad Hoc Board Screening Committee. Such a change in Board composition shall not require District approval. The District shall be promptly notified of any such change.

For a policy or motion to be passed, a majority will need to approve. Employee Board members will recuse themselves from discussion and voting on all employment related issues including salaries.

Qualifications

Certificated Teacher Representatives

- Must be currently employed at GHCHS in a certificated position and, if applicable, a member of the respective bargaining unit at GHCHS

Classified Representative

- Must be currently employed at GHCHS

Administrative Representative

- Must be currently employed at GHCHS

Parent/Guardian Representative

- Must be parent/guardian of a currently enrolled GHCHS student
- Must be non-interested (not an employee of GHCHS)

Retired Teacher Representative

- Must be non-interested (not an employee of GHCHS)
- Must have been employed at GHCHS within the most recent 10 years.

At Large Representative

- Must be non-interested (not an employee of GHCHS)
- Must meet one of the following criteria:
 - Community member with direct familiarity with GHCHS, its history and goals. (This may include former parents, students, employees)
 - Former educators with direct familiarity with GHCHS, its history and goals
 - Expertise in fields such as law, banking, fundraising, business, etc., that are relevant to education
 - (Persons serving as At Large members do not necessarily have to reside within the GHCHS attendance boundaries. Current parents may be considered for an At Large member position.)

Selection

Of Certificated Teachers:

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

Of Classified Staff:

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

Of Administrative Staff:

- Not counting the Executive Director, the administrative staff shall select a representative to serve on the board for a term of two years.

Of Retired Teacher:

The Governing Board shall appoint an Ad Hoc committee composed of GHCHS stakeholders that shall be charged with the following:

- In September solicit nominations of qualified candidates, instruct interested nominees to submit a statement of candidacy (resume consisting of experience, qualifications, interest, and understanding of GHCHS, its history, goals, etc.) by October 1.
- In October the committee will meet to review candidate's statements, interview candidates if necessary, and make a recommendation to the Board.
- In December the Board members will vote to appoint new or continuing Board members.
- Any retired teacher selected to serve on the Board can be removed for cause by a majority vote of the elected Board members.
- In the event the Retired Teacher seat is unfilled and no eligible and qualified candidate is available, the Board shall appoint a person who qualifies as an At Large Representative to fill the seat until an eligible and qualified retired teacher can be selected per the process outlined above.

Of At Large Members

- Follow the guidelines set forth for the Retired Teacher position.

Of Parent/Guardian

- Follow the guidelines set forth for the Retired Teacher position.

Student (Non-voting rep)

- To be selected by the GHCHS Student Council and Advisor and approved by the Executive Director.

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 run for re-election).
- Governing Board terms will commence January 1 and end December 31.

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 Chairmanship 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 Chairmanship 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.

Recall Procedures

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

Of Parent and At Large Members - If concerns regarding the parent or at large Governing Board Members 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 recall vote of the parent is appropriate. A two-thirds vote of the Governing Board is needed to recall a parent or at large Board Member.

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

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

Replacement Procedures

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

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

Governing Board 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 stakeholders 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 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 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 GHCHS 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 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.

In addition to the Governing Board meeting on a regular basis, each standing committee shall meet monthly except during the summer months, but 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 all school communication in decision making.

Amending the Governing Structure

The governing structure of GHCHS may be revised. Amendments to this charter may be proposed in writing and submitted to the Governing Board by any stakeholder. Amendments must then be approved by the Governing Board. 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 codes governing public agencies.

STANDING COMMITTEES

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

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

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

Per Board action with or without a recommendation from the Council of Councils, the standing committee structure can be modified, including the dissolution and creation of a committee.

Standing Committee Composition

Each standing committee will be composed of 15 members:

- Nine teachers (*one from each department or department group, as follows: English, Math, Social Studies, Science, World Languages and Cultures/EL, Physical Education, Special Education, VAPA, Out of Classroom Personnel*)
- One Administrator (including Administrative Director, CAO, CBO, and COO)
- Two parents
- Two classified staff members
- One student (from the Student Council class)

Each academic department will place its chair on the Curriculum and Instruction committee and select, through an internally designed process, other teachers to serve on the remaining committees. Administrators, classified staff and the Student Council class will each select individuals to serve on the various committees through their own internally designed selection process. Parent and At Large Board members will determine the parent/guardian representatives for the various standing committees. Each standing committee will then elect its own Chair by a simple majority vote.

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

FISCAL MANAGEMENT

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

The CBO will identify all expenditures necessary by law and budget for them from the general fund. These would be items such as payroll, benefits, utilities, and district encroachments. The department chairs will propose their needs to the CBO from a "zero-based budgeting" approach, which means that all expenditures will be justified and not necessarily solely based on past practices. Past budgets may serve as a guide. The CBO, Executive Director, administrative staff, and department chairs will review various school proposals as they prepare the budget. The resulting budget will be sent to the Governing Board for approval.

Compensation for Board Members and Committee Leadership

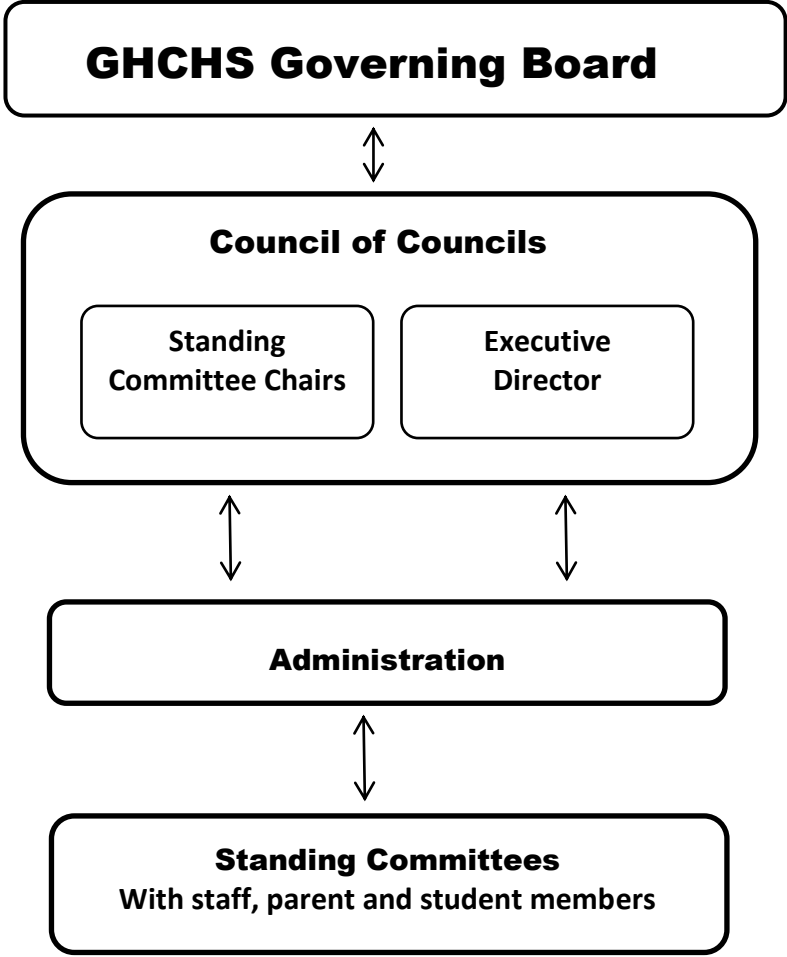
Governing Board members shall not be compensated for their work as Board members. Standing Committee chairs and secretaries may be compensated for their time and energy in some manner, such as through a differential.

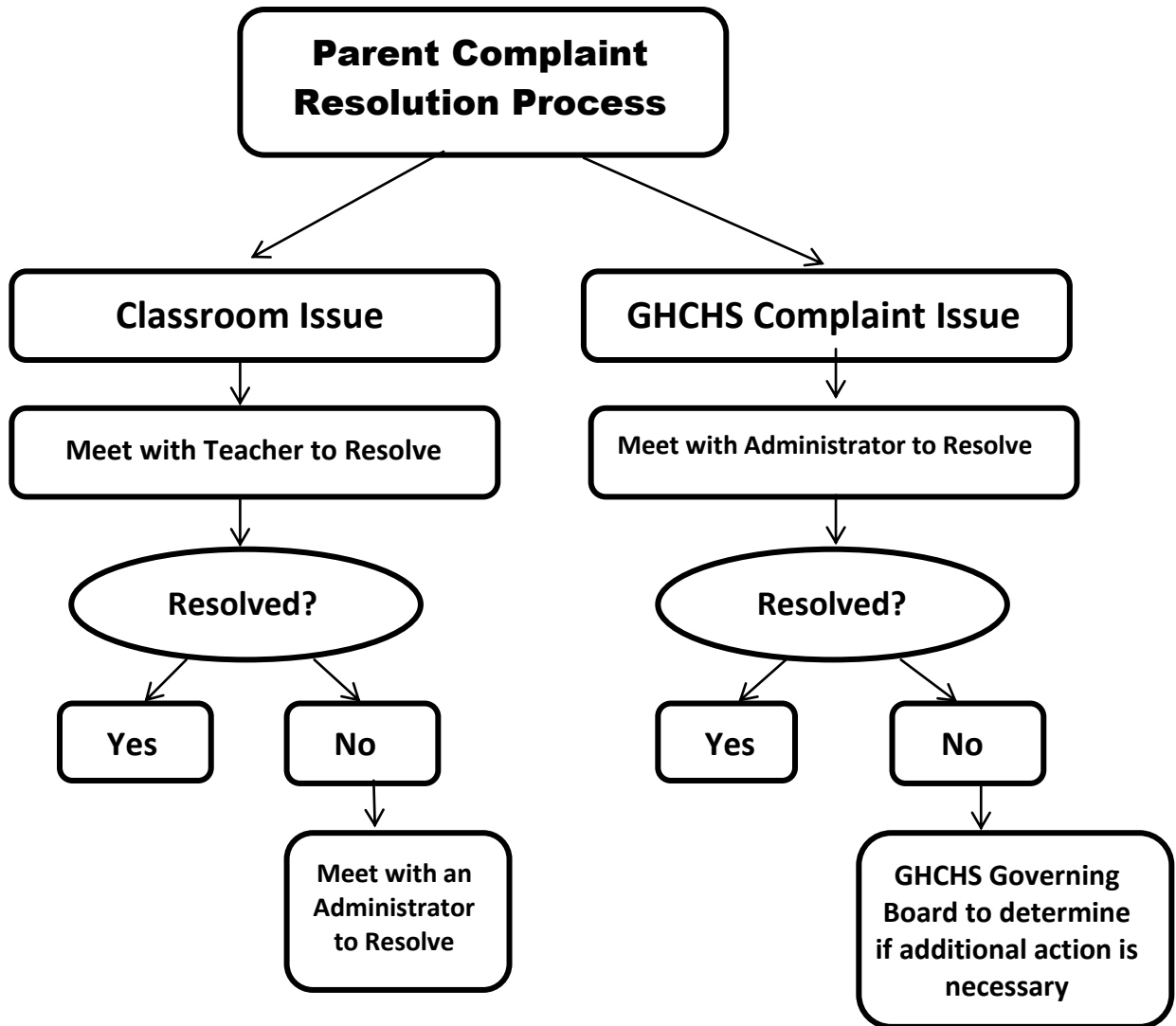
LAUSD Charter Policy

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

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

Governing Board flow chart and parent complaint resolution process flow chart on following pages.



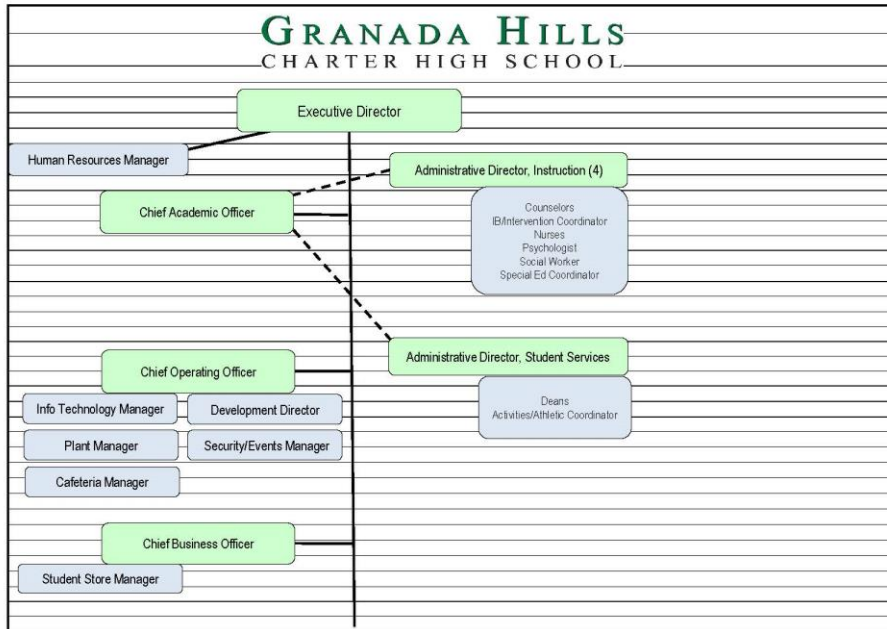


ADMINISTRATIVE FLOW CHART REVISED 2013

Administrative Director, Instruction <i>Judie Baumwirt</i>	Administrative Director, Instruction <i>David Bensinger</i>	Administrative Director, Instruction <i>Jenny DaCosta</i>	Administrative Director, Instruction <i>Julia Howelman</i>	Administrative Director, Student Services <i>Lori Zaragoza</i>
ACADEMIC PROGRAMS	ACADEMIC PROGRAMS	ACADEMIC PROGRAMS	COUNSELING SERVICES	ACTIVITIES
Global Business/Finance (GBF)	STEM	Virtual Program	<ul style="list-style-type: none"> • Articulation • Master Schedule • Report Cards • Student Records 	ATHLETICS
After School Programs (AHA)/Tutoring	Data Analysis	Academic Year Intercession		ATTENDANCE/ENROLLMENT
CALPADS Reports	Data Director			DISCIPLINE
Perkins	Testing			Announcements/Bulletin/Calendar
School Accountability Report Card			SPECIAL EDUCATION/SECTION 504	Hall Passes
			Advanced Placement/Testing	ID Cards
			Home Access Center	Lockers
				School Safety Plan
SHARED OVERSIGHT:	SHARED OVERSIGHT:	SHARED OVERSIGHT:		
Assemblies	Assemblies	Assemblies		
Conference Attendance	Conference Attendance	Conference Attendance		
Field Trips	Field Trips	Field Trips		
Grants	Grants	Grants		
Guest Speakers	Guest Speakers	Guest Speakers		
Professional Development	Professional Development	Professional Development		
Summer Programs	Summer Programs	Summer Programs		
SUPERVISION OF:	SUPERVISION OF:	SUPERVISION OF:	SUPERVISION OF:	SUPERVISION OF:
<ul style="list-style-type: none"> • World Language and CTE Depts • AHA Site Coordinator • Librarian 	<ul style="list-style-type: none"> • Math and PE Depts • Testing and Data Coordinator • IB/Intervention Coordinator 	<ul style="list-style-type: none"> • VAPA and Social Science Depts • Virtual Program Advisors • Virtual Program Support Staff 	<ul style="list-style-type: none"> • Sp Ed Dept • Guidance/College/Transition Cou • Sp Ed Coordinator • Social Worker/Psychologist/Nurse 	<ul style="list-style-type: none"> • Discipline and Attendance Deans • LASP Officer • Activities/Athletics Coordinator • Campus Aides
SUPPORT FOR:	SUPPORT FOR:	SUPPORT FOR:	SUPPORT FOR:	SUPPORT FOR:
<ul style="list-style-type: none"> • Speech and Debate • ELAC 	<ul style="list-style-type: none"> • Robotics 	<ul style="list-style-type: none"> • Band • Chor and Drama 	<ul style="list-style-type: none"> • Academic Decathlon 	<ul style="list-style-type: none"> • PTSA • Journalism/Yearbook
<i>Committee(s)- Curriculum and Instruction</i>	<i>Committee(s)- Curriculum and Instruction</i>	<i>Committee(s)- Curriculum and Instruction</i>	<i>Committee(s)- Curriculum and Instruction</i>	<i>Committee(s)- Student Services</i>

Executive Director <i>Brian Bauer</i>	Chief Academic Officer <i>Dimit Singh</i>	Chief Operating Officer <i>Jennifer Avant Eustice</i>	Chief Business Officer <i>Walter Wallace</i>
Business Agreements/Contracts	ACADEMIC PROGRAMS	Federal Lunch Program	Attendance Reports
Charter Status and Renewal	Global History of Ideas (GHI)	Marquee	Banking Relationships
Communications/Press Releases/Media	Humanitas/New Media	Publicity-Newsletter and Signage	Budget Development/Monitoring
Community Outreach	International Baccalaureate (IB)	Special Events	Budget Expenditures
Credentials		Technology Plan and Integration	Cash Management
Differentials		Web Page	Check Writing/Transfer of Funds
Dispute Resolution	BTSA and Induction Programs	Keys	Consolidated Application
Employee Recruitment and Contracts	Department Leadership Support		Deposit of Funds
Federal Compliance Issues	Parent/Student Handbook		Financial Rptg to Board, LAUSD, State
Grant Making and Applications	Peer Assistance and Review (PAR)		Fiscal Mgmt of State/Federal Grants
Identify/Secure State & Federal Funds	Student Mentors		
LAUSD SELPA COP Executive Council	Student Teachers		General Ledger:
NCLB Compliance	Textbooks		<ul style="list-style-type: none"> • Accounts Payable • Accounts Receivable
Oversight of:	SHARED OVERSIGHT:	Oversight of:	
<ul style="list-style-type: none"> • Budget/Audit/Finances • Facilities • Human Resources • Instructional Program • Maintenance and Operations 	<ul style="list-style-type: none"> Assemblies Conference Attendance Field Trips Grants Guest Speakers Professional Development Summer Programs 	<ul style="list-style-type: none"> • Cafeteria 	
SUPERVISION OF:	SUPERVISION OF:	SUPERVISION OF:	SUPERVISION OF:
<ul style="list-style-type: none"> • Chief Academic Officer • Chief Business Officer • Chief Operating Officer • Administrative Directors • Human Resources Manager 	<ul style="list-style-type: none"> • English, EL Science 	<ul style="list-style-type: none"> • Cafeteria Manager • Development/Outreach Director • Information Technology Manager • Plant Manager • Security/Events Manager • Webmaster 	<ul style="list-style-type: none"> • Student Store Manager
	SUPPORT FOR:		
	<ul style="list-style-type: none"> • Cheer and Dance 		
<i>Committee(s)/Gov Board, C of C</i>	<i>Committee(s)- Curriculum and Instruction</i>	<i>Committee(s)- Operations</i>	<i>Committee(s)- Operations</i>

GRANADA HILLS CHARTER HIGH SCHOOL



ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

Granada Hills Charter High School acknowledges and agrees that all persons are entitled to equal employment opportunity. Granada Hills Charter shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

Granada Hills Charter shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Granada Hills Charter shall maintain current copies of all teacher credentials and make them readily available for inspection.

Beliefs

Granada Hills Charter High School is driven by its Mission Statement:

Create a community-based high performance model of educational excellence guided by core beliefs, cultural sensitivity, research based instruction, collaboration, and built in accountability, that serves the social and academic needs of a diverse student body reflective of the population of the Los Angeles Unified School District and other public schools.

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 Professionalism

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

Preamble

All members of GHCHS believe in the worth and dignity of all human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing

of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

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

Goals

GHCHS will improve student achievement by the following:

- GOAL 1: Increase student responsibility and respect for others and for the learning process.
- GOAL 2: Establish grade level/subject content and performance standards.
- GOAL 3: Ensure that all students receive a challenging curriculum that will prepare them for post-secondary education, career training, and the workplace of the 21st Century
- GOAL 4: Continue to actively investigate, pursue, and implement, as appropriate, innovations that will improve student achievement.
- GOAL 5: Maintain and improve school safety and campus security.

QUALIFICATIONS, SELECTION, DUTIES AND EVALUATION OF STAFF

Staff Selection and Recruitment

GHCHS 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, GHCHS will continue to work closely with local university partners such as CSUN and Pepperdine as well as participate in local, regional and statewide job fairs. All job postings can be found on the GHCHS website.

Ad-hoc hiring 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 school documents containing the school’s guiding principles/mission statement, along with any description of GHCHS’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 GHCHS and specifically how the teacher/staff position will achieve the School’s goals. As is the practice at GHCHS, following an interview, select 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 application requirements, the Executive Director will make an employment offer to the top candidate(s).

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 GHCHS 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.

Teachers

Granada Hills Charter will hire the most highly qualified teachers available and will adhere to the provision enumerated in Ed Code Section 47605 (1): 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.

Accordingly, a teacher must possess the following:

- A bachelor’s degree;
- A State credential; and
- Demonstrated core academic subject matter competence

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 Manager. Monthly reports will be generated to check for credential expiration status and reminder notifications will be sent to individuals three months prior to credential expiration date. The Human Resources Manager will print hard copies of credentials from the California Commission on Teacher Credentialing website and keep in file on site.

The most important qualifications for teachers who desire a position at GHCHS are:

- Critical constructive thinking;
- Expertise in at least one subject with a preference for two or more;
- 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 (i.e. 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.

GHCHS JOB DESCRIPTIONS

Teacher - The high school 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.

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.
- 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, submits required grades on time, and completes 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 Single Subject Credential
- NCLB Subject Matter Competency
- Excellent verbal and written communication skills

Executive Director

Duties and Responsibilities:

- Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
- Attending Board meetings, committee, and any other meetings relevant to directing the School.
- Preparing (after consultation with the Board's chairperson) agendas for all Board meetings.
- Providing reports to the Board on progress, programs, and problems of school operations.
- Interpreting needs of the School to the Board and policies of the Board to the School and community.
- Implementing policy and philosophical directions established by the Board.
- Developing and implementing short and long-range planning.
- Communicating information regarding all potential litigation and political or operational challenges facing the Charter School to the Board.
- Assisting the Board with maintaining non-profit corporation paperwork and responsibilities.
- Serving as liaison between the Charter School and sponsoring District and developing strong positive relationships with District staff which includes timely communication.
- Ensuring timely submission of reports to the District and state officials.
- Developing and implementing successful recruitment and enrollment plan.
- Informing and enlisting the support and understanding of the public and marketing of school programs.
- Responding to complaints and concerns of parents and other community members in a timely and effective manner and in accordance with Board policy.
- Responding to media requests for information.
- Interpreting educational programs and their results to the community.
- Overseeing all aspects of admissions inquiries and ensure timely assignment of new teachers to students.
- Creating bi-periodic information updates, as needed.
- Maintaining relationships beneficial to the School with local and state public leaders, including those in the forefront of the charter school movement.
- Overseeing acquisition, safety and use of the school site and related facilities.
- Acquiring renewal of the charter in a timely manner.
- Developing, implementing and enforcing school policies.
- Supervising the student discipline system and parent/student conferences.
- Overseeing all legal issues related to operations of the Charter School.
- Developing and monitoring the School budget.
- Entering into and terminating contracts on behalf of the Charter School per Board policy guidelines.
- Creating a school calendar for Board approval.
- Confering with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems.
- Planning, organizing, and implementing a school-wide program for the supervision and control of pupils.
- Determining instructional staffing needs and appointment of instructional staff as necessary with Board approval.

- Assigning, transferring, promoting and disciplining of certificated and classified staff; delegating and defining duties of certificated and classified staff with Board approval.
- Identifying, providing, assigning, and coordinating in-service professional growth opportunities for certificated school personnel.
- Responding to complaints and concerns of staff in a timely and effective manner and in accordance with Board policy.
- Negotiating with the applicable certificated and/or classified employee exclusive representative on behalf of the Board and in accordance with Board directives.
- Ensuring all documents, student files, policies, and procedures are in full compliance with applicable laws and regulations.
- Implementing all Board policies regarding the educational program.
- Implementing school policies on suspension and expulsion.
- Providing leadership to the instructional program, including the development of curricular experiments, pilot programs, and innovative instruction.
- Developing of 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.
- Identifying, monitoring and ensuring support is provided for applicable student groups, including special education and low performing students.
- Interpreting student assessment data to develop specific intervention and support mechanisms for low performing students throughout the year.
- Developing instructional and curricular strategies to support students' needs.
- Planning for the most effective use of materials, supplies, equipment, facilities, and grounds.
- Directing the implementation of the school curriculum.
- Evaluating instructional techniques.
- Supervising the school's special services program(s) including special education.
- Remaining knowledgeable about current educational trends as well as charter specific laws and regulations and changes to legislation.
- Developing of master schedule planning with teachers.
- Developing and implementing Charter School Day Classes and all other on-site programs.
- Providing instructional resources and curricular assistance for classroom instruction.
- Researching, identifying, and modeling best educational practices through in the classroom.
- Encouraging the integration of technology in daily instruction.
- Monitoring effectiveness of classroom and independent instruction, curriculum, management, environment, and interventions.
- Conducting objective daily observation of instructional practices and student learning in classrooms and provide follow-up feedback to all teachers as their support and coach.

Knowledge of:

- Comprehensive organization, activities, goals and objectives of a California public charter school.
- Applicable sections of the State 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:

- Masters degree or equivalent
- Five years or more of public teaching experience
- Seven years or more of administrative experience, preferably serving 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 Granada Hills Charter High School. The CAO serves as the chief instructional leader and carries and communicates the academic vision for the organization. The CAO oversees curriculum, instruction, assessment, and professional development.

The CAO must be a consummate team player and creative problem solver who is able to work effectively with limited resources. A sincere commitment to serving GHCHS students, staff and the community is mandatory. The CAO will demonstrate the passion, integrity and systematic thinking crucial to the continued success of GHCHS.

Duties and Responsibilities:

- Provide day-to-day leadership and management that will lead GHCHS to accomplishing its mission and core values.
- Advises the Executive Director on educational and administrative issues.
- Supports the entire GHCHS administrative team on educational issues.
- Develops and distributes systemic instructional programs to improve instruction.
- Responsible for the development and implementation for school policies and programs as related to educational services and instruction.
- Creates and maintains instructional evaluation processes to quantify instructional staff performance; provides 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 GHCHS and the Executive Director as a liaison between the school and outside agencies.
- Directs and evaluates the performance of instructional support staff.
- Perform other duties as assigned.

Qualifications:

- Master's Degree or above in educational leadership, instruction, or a related field.

- California Administrative Services Credential.
- 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, human resources, and funding and compliance.
- Serves as the 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.
- Responsible for certifying and processing transactions (fund control, disbursements, receivables, loans, and receipts), establishing financial management systems, preparing financial statements, and ensuring compliance with financial management laws and regulations.
- Responsible for reviewing the process of salary payments for all school employees and performing other duties related to payroll. Responsible for the coordination and implementation of 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, administrates, and supervises support services (maintenance and operations, transportation, food services, payroll, purchasing, classified personnel)
- Responsible for risk management, including legal and environmental issues.
- Serves as the investment manager.

Qualifications:

- CPA or MBA or Managerial Experience in a School District 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.

Chief Operating Officer (COO) - A natural leader with the energy and skills to develop and support an operations infrastructure required to support our robust School. The Chief Operating Officer will manage direct reports in technology, student data systems, cafeteria, facilities and operations and will report directly to the Executive Director. The ideal candidate will have either operations experience in a comprehensive school setting or experience in a large (preferably non-profit) organization. The ideal candidate will also have a successful track record in real estate, technology and human resources. In order for GHCHS to meet its objective, the COO must work with the rest of the management team to establish robust, flexible and reliable systems while maintaining entrepreneurial excellence.

Duties and Responsibilities:

- Recommend and implement strategic changes in operations strategy.
- Provide day-to-day leadership and management that will lead GHCHS to accomplishing its mission and core values.
- Responsible for driving the organization to achieve and surpass the business goals and objectives.
- Direct short-term and long-range planning to support strategic organizational goals.
- Spearhead the development, communication and implementation of effective growth strategies and processes.
- Drive the successful execution of business strategies for GHCHS and services provided to other schools as necessary.
- Direct the management of the IT Department to ensure that all operational systems are continuously evaluated for proper operation, relevance and utilization.
- Oversee the design and implementation of IT systems to ensure effective support of GHCHS and other schools as needed.

- Ensure that the organization establishes operational procedures that generate high efficiency.
- Oversee the analyses of real estate, including the development of financial plans for acquisition and development of real estate for school use.
- Collaborate with the management team to develop and implement plans for the operational infrastructure of systems, processes, and personnel designed to accommodate the objectives of GHCHS and other schools as needed.
- Oversee operations budget to ensure compliance with GHCHS expenditure requirements.
- Interact regularly with GHCHS Administrative Leadership and Classified Managers to ensure that the organization's operational priorities are aligned with the GHCHS business plan.
- Continually investigate and introduce process improvement measures and present suggestions to Executive Director for consideration.
- Perform other duties as assigned.

Qualifications:

- Experience in managing a large organization is preferred.
- Experience managing senior executives and organizations in the following functions: human resources, information technology, real estate, facilities and general operations.
- 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 is helpful.
- 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.
- Must be organized and be able to manage multiple diverse departments.
- A bachelor's degree in business administration, public administration or a related field from an accredited college or university. A master's degree in business administration is a plus.
- Five to seven years of management experience with a proven track record of developing and implementing strategic plans that lead to the improvement of operational policies and procedures.

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 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 GHCHS Team of Administrative Directors supervise the following:

- Attendance and Enrollment
- Discipline
- School Safety
- Assessment
- Student Academic Intervention
- Special Education
- Athletics
- Instruction
- Professional Development
- Student Activities

Qualifications:

- Master's Degree in educational leadership, public administration or related field
- California Administrative Services Credential

- Teaching Credential Minimum of five years teaching experience (at least 2 years at a middle/senior high school, grades 6-12. At least one year of verifiable experience must have been in a non-classroom leadership position such as coordinator, instructional coach, dean, etc

Activities and Athletic Program Coordinator - Provides leadership, coordinates and develop the school's Athletics and Activities programs.

Duties and Responsibilities:

- Responsible for assessing the school's athletic program and student activities coordination.
- Works with the Administrative Director in regards to coaching and activities assignments.
- Responsible for scheduling all athletic contests in coordination with the school's master calendar.
- Attend and supervise all athletic events of the school.
- Coordinate with physical education department and Administrative Director to set up facilities for all student activities and athletic events.
- Arrange yearly coaching workshop.
- Maintain accurate records of first aid and CPR training for all coaches.
- Maintain accurate records of student physicals, medical needs, and eligibility.
- Arrange transportation for all student activities/events in coordination with coaches and Administrative Director.
- Arrange for all game officials for all home athletic events.
- Oversee inventory and storage of equipment.
- Ensure that all rules, regulations, and directives in respect to the activities and athletics programs of the school are strictly enforced.

Knowledge, Skills and Abilities:

- Thorough knowledge of School and District athletic and activities policies.
- Conducts oneself in a manner that exemplifies self-control and the promotion of good sportsmanship.

Qualifications:

- Master's Degree
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential
- Excellent verbal and written communication skills

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. 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 service; 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 group 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.
- At least five years of secondary counseling experience.

- 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.

Academic Programs Coordinator - Provides leadership, coordinates and develops the school academic programs (Science, Technology, Engineering & Mathematics (STEM), Humanitas/New Media (HU/NM), Global History of Ideas (GHI), International Baccalaureate (IB) and others as developed).

Duties and Responsibilities:

- Collaborate with Humanitas/New Media (HU/NM) administration, school leadership and staff to enhance each program's theme so as to provide equitable educational opportunities and create a strong sense of community for students attending the programs.
- Market the individualized program theme concept throughout the community.
- Develop and promote understanding and acceptance of the IB philosophy in developing an ongoing and successful program for students and staff of Granada Hills Charter High School.
- Be informed about all aspects of curriculum and the school's instructional program through participation in Leadership Council and the Curriculum and Instruction Committee.
- Coordinate all aspects of academy activities including selection and processing of materials used in the curriculum.
- Collaborate with academic departments to ensure that there is a continuous focus on improving student achievement, as well as enhancing student growth and development.
- Facilitate communication among campus staff and community to plan, implement, and evaluate academy projects as well as to regularly inform about the activities of each program.
- Support, plan and conduct all collaborative meetings for academic program staff.
- Develop criteria for evaluation of academic programs and monitor the delivery of the curriculum in academic program classrooms
- Facilitate parent and community communication and conduct school tours for prospective new students and parents.
- Develop public relations media and parent and student presentations highlighting each program's focus and attributes for web, middle school and community outreach presentations.
- Stay abreast of current research, development, legislation and grants in education pertinent to academy and thematic program curriculum
- Support and assist in developing a school/community climate and student activities which aid in developing an appreciation for the skills, talents and cultural experiences of others.
- Survey and collect community input and analyze educational program needs
- Research and apply for grants applicable to academic program needs
- Market the academic programs within the GHCHS and Los Angeles community, to include potential students and families and middle school outreach.
- Prepare necessary reports, budget requests, and similar documents applicable to GHCHS academic programs or new program applications.
- Cooperate with other staff in counseling, programming, discipline and supervision to accomplish the mission and objectives of GHCHS
- Encourage student, teacher and parent involvement in all phases of the educational program and activities

- Assist in the development of the master schedule and assignment of staff as pertains to Academic Programs (STEM, HU/NM, GHI and IB Diploma Program and others as developed).
- Assist counselors and students in the selection of appropriate academic programs that support student interest and academic/technical career goals.
- Assist in establishing required core classes and appropriate key electives integral to each program's focus and description to meet student needs.
- Assist students with access to internships, mentors, postsecondary opportunities and career options

Qualifications:

- A valid California secondary teaching credential and a Master's Degree from an accredited educational institution
- 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
- Ability to develop school partnerships and community outreach

Special Education Coordinator - Provides leadership and coordination for the school's special education program.

Responsibilities and Duties:

- Administrative designee for all IEP meetings.
- Review every IEP prior to meeting.
- Provide the opportunity for Welligent training.
- Responsible for determining compliance for 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.
- Insure that all progress to goal sheets from student IEP's 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 developments for teachers and classified staff.
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEP's.

- 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.
- Hire, train and appropriately place all special education assistants with assignments 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 middle schools whose students feed into the school in order to explain programs, services, accommodations available and to ensure correct transition IEP's.
- Deal with parent concerns about their student's IEP's 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
- Eligibility for Administrative Services Credential preferred
- California Special Education Credential
- Excellent verbal and written communication skills

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
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential
- At least 3 years of classroom experience at the middle/high school level
- 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 GHCHS from another district.
- 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.
- Speak with 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 District psych services for all cases in which ED 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 ED is an area of suspected disability.
- Provide in-services in staff development discussing issues such as ED eligibility, support services, Asperger's Disorder and more.

Qualifications

- 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.

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 GHCHS 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, chief business officer, and school governance.
- 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.
- Serves on appropriate school committees such as Curriculum & Instruction, Student Services, Academic Integrity, et.al.
- 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 bibliographies and lists of resources.
- 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.
- Professional Growth
- 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

Psychiatric 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 evident 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:

- ◆ 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 defects.
- May provide nursing assistance in schools designated as shelters during major disasters.
- 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.

Classified Employees

Human Resources Manager - Ensures conformance with federal and State employment related laws, GHCHS 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. Works 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.
- 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 BTSA/Induction program regarding teacher credential status.
 - Provides assistance and guidance to the administrative staff relative to employee matters.

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

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.

Information Technology Manager - Supervises, participates in, and is responsible for the operation of the Technology Department providing daily planning, organization and management of the Network/Server Infrastructure, Helpdesk Support and Student Information System. The Information Technology Manager is an exempt classified position.

Duties and Responsibilities:

- Oversees the day-to-day operations of the Network/Server Infrastructure, Helpdesk and the Student Information System.
- Oversees the administration and maintenance of the infrastructure.
- Manages the installation and maintenance of local area network hardware/software.
- Oversees troubleshooting, system backups, archiving, disaster recovery and provides expert support when necessary.
- Plans, develops and manages data and network security systems including LAN/WAN design.
- Prepares, maintains and tests disaster recovery and system backup plans.
- Performs routine preventive maintenance on hardware and software.
- Develops reviews and monitors standards for new and ongoing IT projects.
- Implements network/server 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.
- Works with outside vendors to develop applications specific to school management systems.
- Builds and maintains vendor relationship and manages the purchasing of all software, hardware and other IT related products/supplies.
- Oversees the asset management of all technology equipment.
- Accomplishes financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures.
- Participates in formulating Technology Plan for E-Rate funding.
- Participates in the E-Rate filing and vendor selection process.
- Provides advice and guidance to the Chief Operating Officer relative to Technology matters.
- Performs related duties as assigned.

Qualifications:

Knowledge of:

- 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
- 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 IT 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 IT projects

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 in the 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.

Security/Events Manager - Assists in developing and administering programs related to safety, special events, leasing, and facility usage at GHCHS. 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 GHCHS 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.

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.

Typical Duties:

- 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.

Qualifications:

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.

Development/Outreach Director – Responsible for outreach to sustain the school’s mission and to build capacity, and for 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.

Duties and Responsibilities:

- ◆ Manage alumni and donor databases and webpage link
- ◆ Communicate through multiple modalities including social media with School alumni and supporters on a quarterly basis
- ◆ Organize one or two annual fundraising events (silent auction, golf tournament, etc.)
- ◆ Design and maintain annual fund and capital campaigns
- ◆ Cultivate donors and corporate philanthropies to secure competitive revenue and grants
- ◆ Develop an understanding of and synthesize the school’s goals, mission, culture and needs into coherent and compelling narratives
- ◆ Coordinate parent-community association activities
- ◆ Maintain active and strong presence on various social networks
- ◆ Oversee branding process for all internal and external communications

Qualifications:

- ◆ Bachelor’s degree
- ◆ Proven track record in developing and managing successful giving and/or outreach programs
- ◆ 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 and web-based research
- ◆ Experience with database management
- ◆ Self-motivated; energetic and ability to work independently
- ◆ Detail oriented and well-organized; able to manage multiple projects

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.

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 with disabilities.
- 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

- BA degree
- CBEST passage
- Ability to speak English using good vocabulary
- Ability to communicate and relate effectively with students
- Ability to act calmly and appropriately in emergencies
- Ability to follow instructions accurately

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.

Duties and Responsibilities:

- Interprets for deaf or hearing-impaired 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 co-curricular activities.
- Confers with students, faculty and staff to develop new signs for technical subject matter.
- Provides voice interpretation for deaf or hearing-impaired individuals as needed.
- Participates in standardizing signs used in the educational setting.

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

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 sign language 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 hearing-impaired persons
- 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 hearing-impaired persons 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
- 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 Title 5 of California Code of Regulations, Language Interpreters must possess valid RID certification or equivalent (have achieved a score of 4.0 or above on the EIPA).

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

- Proof of High School Graduation or Equivalency

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

A **Senior Cafeteria Worker** assists the Cafeteria Manager/Assistant Manager by participating in the operation of a cafeteria by planning menus, preparing and serving meals, and giving work direction and training to cafeteria personnel.

Campus Aide - Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus.

Duties and Responsibilities:

- Patrols school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- Gathers information and provides advice regarding gang activities.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May discuss with student groups issues relating to narcotics, gambling, attendance, gang activities, vandalism, safety, and community relations.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs.
- May deliver, set up, lay out, or collect equipment and other materials.

Qualifications:

Knowledge of:

- Safety rules and procedures to be observed by students
- Standards of courtesy and behavior expected of students
- Adolescent development and problems
- Vocabulary and usage of terms common to youth in the area served by the school

Ability to:

- Establish good relations with individual students and groups
- Communicate orally with school staff and students
- React quickly and appropriately in emergencies
- Operate two-way radio equipment

Education: Graduation from high school or evidence of equivalent educational proficiency.

All staff applicants will be required to:

- Provide medical clearance (including TB test results within the most recent 90 days);
- Submit fingerprints for background investigation (DOJ, FBI);
- Provide proof of legal status; and
- Sign child abuse reporting requirement.

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.

Work Basis and Duties

All employees will adhere to contracts created by GHCHS 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
- BTSA and 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 and Administrative Team

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. The Governing Board shall evaluate the Executive Director. The Executive Director shall evaluate the administrative team and issue employment contracts based on these recommendations.

Certificated Staff

Evaluations shall adhere to provisions agreed to through the collective bargaining process between GHCHS and GHCHS-UTLA, or any other collective bargaining agreement that may be entered into by GHCHS in the future. All evaluations will be conducted by the school management team (the Executive Director and Administrative Team). Granada Hills Charter High School 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.

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 GHCHS policy as enumerated in the GHCHS Staff Handbook.

Classified

All employees will be observed and evaluated by their immediate supervisor. 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 GHCHS policy as enumerated in the GHCHS 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 GHCHS Staff Handbook and the applicable collective bargaining agreement.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

California Education Code Section 47605 (b) (5) (F)

HEALTH, SAFETY AND EMERGENCY PLAN

Granada Hills Charter shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. GHCHS shall ensure that staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Granada Hills Charter, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Granada Hills Charter shall require all employees, all volunteers who will be performing services that are not under the direct supervision of a GHCHS employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Granada Hills Charter shall maintain on file and available for inspection evidence that GHCHS has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Granada Hills Charter shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Granada Hills Charter shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Granada Hills Charter shall maintain TB clearance records on file.

Granada Hills Charter shall provide for the immunization and health screening of its students, 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. Granada Hills Charter shall maintain immunization records on file.

Role of Staff as Mandated Child Abuse Reporters

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 local law enforcement department serving the school. This is generally LAPD and not School

Police. 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.

Immunizations

All students enrolled will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

Granada Hills Charter will adhere to Education Code Section 49423 regarding administration of medication in school.

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.

Drug Free/Alcohol Free/Smoke Free Environment

Granada Hills Charter shall function as a drug, alcohol and tobacco free workplace.

Facilities

Granada Hills Charter High School, a conversion school, is located at 10535 Zelzah Avenue, Granada Hills, California, 91344, occupying the same location and facilities prior to its initial charter in July 2003. Granada Hills Charter High School will continue to operate at that site and in those facilities throughout the term of this charter, The Charter School currently serves approximately 4,300 students in grades nine through twelve, on a single-track, 180-day calendar. Given our recent acquisition of the Pinecrest site at 17081 Devonshire Street, Northridge, CA 91325, the LAUSD Charter Augmentation Grant to build a New Media, STEM or Performing Arts Building to create an additional 200 seats, and the purchase of additional property, our high school enrollment capacity may grow to approximately 5,500 students by the end of the five year renewal term. With more than 2,000 students on our annual wait list, the demand for additional Granada Hills Charter High School seats is great. The additional seats will allow more students in our community and surrounding areas to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that make it a model 21st century college-ready, career-focused independent charter high school and a learning center that is a source of community pride.

Presently a multi-year occupant lease agreement for the facility is being developed between LAUSD and GHCHS. This agreement will define key elements for facilities use, including District responsibility and Charter school costs with respect to maintenance and operations services, deferred maintenance costs, liability, and changes, additions, and alterations to the facility. Once mutually agreed to, LAUSD reserves the right to renegotiate the agreement when issues of a serious nature arise. Granada Hills Charter will adhere to all governing laws related to facilities use in accordance with Proposition 39 which "governs provisions of facilities by school districts to charter schools under Education Code section 47614. If a charter school and a school

district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative.”

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

In its eleventh year of operation as an independent charter school on the same pre-charter campus, GHCHS owns its furnishings and equipment, including technology. Since its inception in 2003, GHCHS has supervised and assumed responsibility for civic center permits, leasing, and filming on the campus. One hundred percent of the proceeds have been directed to school needs, including the maintenance of and enhancement to the GHCHS campus. Granada Hills Charter has invested over \$20 million in the campus including facility improvements and repairs, furniture, equipment and technology since 2003.

Comprehensive Sexual Harassment Policies and Procedures

Granada Hills Charter is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Granada Hills Charter has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at GHCHS (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 GHCHS’s comprehensive complaint policy.

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.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

The means by which the school will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code Section 47605 (b) (5) (G)

Court-ordered Integration

Granada Hills Charter High 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.

Granada Hills Charter 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 GHCHS will undertake in order to achieve the District's Racial and Ethnic Balance goal. Granada Hills Charter High School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, GHCHS 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and GHCHS are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). Granada Hills Charter agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at GHCHS..

As required under NCLB, all NCLB-PSC students presently attending GHCHS shall have the right to continue attending GHCHS until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to GHCHS shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status. Granada Hills Charter shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending GHCHS. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at GHCHS. Granada Hills Charter High

School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at GHCHS under the NCLB-PSC program increases in subsequent years, GHCHS agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

Federal Program Compliance

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

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

GHCHS also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

Granada Hills Charter’s student population is a melting pot of nationalities and languages spoken. Thirty-five different languages are spoken amongst students. 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.

Present student demographics show a wide range of socio-economic, educational and cultural backgrounds. The 2013-14 student population consists of 38.4 percent Hispanic or Latino, 16.5 percent Asian, 4.1 percent Black or African American, 10.5 percent Filipino, 0.2 percent American Indian or Alaska Native, 0.2 percent Native Hawaiian or Other Pacific Islander, 27.3 percent White and 2.9 percent Multiple (or Not Reported). The most significant change in student ethnic groups since our last charter petition in 2008 is an 8.5 percent increase (29.9 to 38.4 percent) in the Hispanic or Latino population, the Filipino population increased 4.9 percent (5.6 to 10.5 percent) and there has been a 5.0 percent drop (32.3 to 27.3 percent) in the White student demographic. Increases are also seen in Armenian and Arabic student populations. The number of students eligible for free and reduced lunch has increased from 36.0 percent to 53.4 percent in the last four years.

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*	38.4	16.5	4.1	10.5	0.1	0.2	27.3	2.9

*Demographic Data is preliminary Fall 1, not yet certified for 2013-14

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

Reflective of immigration trends of our geographic area, the ELL population has declined between 2008-09 and 2012-13. There are currently 138 English Language Learners (ELL) 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 ELL students speak 26 different languages with the top four being Spanish (35.1 percent), Korean (11.0 percent), Filipino (10.4 percent) and Farsi (6.5 percent). Students redesignated at Fluent English proficient (FEP) in the last five years by the Language Census date include 25 (12 percent) in 2009, 14 (7 percent) in 2010, and 10 (7 percent) in 2011, 15 (11 percent) in 2012 and 20, (16 percent) in 2013.

EL Redesignation	2008-2009 Language Census March 27, 2009	2009-2010 Language Census March 1, 2010	2010-2011 Language Census March 1, 2011	2011-2012 Language Census April 18, 2012	2012-2013 Language Census March 1, 2013
# Redesignated	25	14	10	15	20
Total EL Students	216	195	148	137	127
% Reclassified	12%	7%	7%	11%	16%

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 families of incoming and other interested students
- Participation at various traditional and charter middle school high 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
- 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

ELEMENT 8: ADMISSION REQUIREMENTS

Admission requirements, if applicable.

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

McKinney-Vento Homeless Assistance Act

Granada Hills Charter shall adhere to the provisions of the 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. Granada Hills Charter shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Granada Hills Charter 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. Granada Hills Charter 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.

Granada Hills Charter shall not request or require submission of a student's IEP, 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 GHCHS, 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 residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Ed Code 220. Granada Hills Charter High School will not charge tuition.

All students are eligible to apply, and admission will not be based on the residence of the student or his or her parent or guardian, except that preference will be given to students residing within the former attendance area of the school. As an independent conversion charter school, GHCHS maintains an admissions policy that provides a preference to students who reside in the former attendance area. In the event that GHCHS is unable to serve, due to capacity, a 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. While we have been able to offer admission to students who reside in the former attendance area, some of these

students have not been satisfied with the available course or program offerings and subsequently decline our admissions offer.

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 GHCHS. Upon admission, parents and students are required to sign an agreement that they will abide by the school policies on academics, attendance, and conduct. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space.

Open Enrollment and Lottery Procedures

As an independent conversion charter school, first preference for enrollment will be given to students residing in the former attendance area. If space is available a public random drawing will take place. Applications will be received from LAUSD and non-LAUSD students in January or February with the public random drawing taking place in February or March*. This information will be shared with LAUSD and with the community through the school newsletter, marquee announcements and the school website. After the given number of spots has been allocated, remaining students will be placed on a numerical waiting list which will be used as space becomes available. Second preference in the Open Enrollment program will be given to LAUSD students followed by non-LAUSD students. Students admitted from wait list will be notified by phone call and written communication by Attendance Office staff. Students have approximately five business days to accept the enrollment offer. Enrollment application and randomly generated Lottery list are maintained in the Attendance Office.

*Granada Hills Charter may change these dates based on school and community needs.

Permits

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

Survey

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

Although GHCHS is not expected to have unused capacity within its facilities, GHCHS 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 an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
California Education Code Section 47605 (b) (5) (I)*

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
- h. Statistical Report – monthly according to 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

The books and records of Granada Hills Charter will be kept in accordance with generally accepted accounting principles and as required by applicable law, and 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 Controllers K-12 Audit Guide.

An audit committee 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 approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director/Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The annual independent financial audit of the Charter School is public record to be provided to the public upon request.

Administrative Services

Granada Hills Charter handles all administrative services internally by hiring employees. It does not contract with third party providers for services such as custodial, cafeteria, business, IT, etc.

Operational Standards and Procedures

Granada Hills Charter has developed both a Fiscal Handbook (See Appendix N) and a Staff Handbook (See Appendix Q) that describes in detail procedures for the following:

- Accounting procedures – revenues, expenditures, receivables and payable, cash management and investments
- Procurements, contracts, and bidding process
- Salary allocation, rating in and pay plan
- Payroll, staff attendance and human resource
- Benefit rate and calculation
- Fixed assets, real estate acquisition, equipment inventory

GHCHS also maintains a comprehensive annual budget handbook that contains the following:

- Up-to-date general ledger
- All transaction and warrant requests from LACOE
- Revenues by object codes; expenditures by object codes
- Names of official signatories
- Insurances and contracts
- Payroll and benefit summaries
- Revolving account ledger
- Restricted programs (budget and cost reports)
- Investment reports

(All fiscal reports are maintained electronically using LACOE's online Peoplesoft and GHCHS's general ledger (AptaFund).

Revenues and Apportionments

Granada Hills Charter will receive full and equitable funding pursuant to the GHCHS Funding Model for all funds included in the funding model. Granada Hills Charter will apply directly for funds not included in the model for which charter schools can apply directly. Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which GHCHS cannot apply for directly and which are not included in the categorical block grant, GHCHS will engage the District or the state in securing its equitable share, based on its student population and eligibility of program funds.

Federal Funds

- Apply for all Title funds by submitting the CARS directly to the state. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Granada Hills Charter receives funding directly and is responsible for meeting eligibility and fiscal requirements established by the Federal

Government and for completing the CARS.

- Apply directly to the State for USDA Child Nutrition Program funds.
- Federal revenues received by GHCHS include, but not are limited to, the following:
 - NCLB:T1, Basic School Support
 - NCLB:TII, Teacher Quality
 - NCLB:TIII, Limited English Prof (LEP) and Immigrant Education (IMM)
 - Special Education (IDEA)
 - Child Nutrition Program

State Funds

- Granada Hills Charter is a directly funded, fiscally independent charter school. Granada Hills Charter will continue to receive direct funding from the State in accordance with AB 544 and GHCHS direct funding model as identified in Education Code Sections 47633 and 47634.
- Certain funding will be funded through its Local Education Agency.
- State revenues received by GHCHS include but are not limited to the following:
 - Local Control Funding Formula (LCFF)
 - Mandated Costs Block Grant
 - State Lottery
 - AB 602; Special Education
 - Child Nutrition Program

Local and Foundation Funds

- Property tax: Funded through its Local Education Agency per state law.
- Donations and gifts: As a public school, GHCHS can legally apply for and accept grants. Granada Hills Charter will follow sound fiscal management policies.
- Investments and interests: In addition to investments handled by the LA County Treasury, GHCHS will invest in other financial institutions so as to leverage maximum resources for our students and assure program longevity.
- Leases and rental: Granada Hills Charter will enter into lease and rental agreement with its clients.
- Foundation grants: Granada Hills Charter will continue to submit competitive grant applications directly to foundations (e.g. LA's BEST, Prop 10/First 5 L/A, etc.) and maintain program accounting per grant agreements.

Pursuant to section 15417 of Chapter 14 of Division 1 of Title 5, for programs which GHCHS cannot apply for directly and which are not included in the categorical block grant, GHCHS will engage the local district or the state in securing its equitable share, based on its student population and program eligibility of program funds. These funds may include, but are not limited to

transportation, forest reserve, sales and use taxes, developer fees, parcel taxes, building bond funds and property taxes. Per section 47635 (a) of the Education Code, the local district will transfer the appropriate percentage of funding to GHCHS along with its monthly local property tax transfer.

Enrollment and Attendance Accounting

Granada Hills Charter will use a computerized student information system (eSchool Plus). The system tracks the following:

- Student demographics
- State standardized test results
- Student enrollment
- Staff information
- School programs
- Student schedules
- Transfer and cumulative record information
- Daily attendance will be recorded online by classroom teachers.
- Absence notes will be required from parents/legal guardian upon absence of a child from school.
- Required reports (e.g. classification and statistical reports) will be completed on a monthly basis and submitted to the Authorizer and requesting agencies.

Expenditures and Resource Deployment

For every dollar spent, Granada Hills Charter will first consider student needs. All funds will be deployed with student achievement as a priority. A yearly budget will be prepared and tentatively adopted each May for the following school year.

Expenditure tracking using the following categories:

- Certificated Salaries
- Classified Salaries
- Employee Benefits
- Books & Supplies
- Services, Other Operating Expenses
- Capital Outlay

Payroll Services

- Use our staff and appropriate payroll software for payroll processing, direct deposits, submission of all taxes.
- Set up payroll records and input employee information
- Develop and execute staff tracking reports for illness/release days, vacation.
- Develop and execute substitute tracking report
- Submit TSA, STRS, PERS, PARS reports and contributions
- Distribute 1099s and W-2s annually and as needed
- Distribute payroll warrants
- Reconcile payroll errors

Accounts Maintained

- LACOE Peoplesoft account

- Payroll account
- Revolving account for purchases
- Investment and saving accounts at financial institutions

Service Contracts

Service Contracts and fee for service include but are not limited to the following:

- Aptafund general ledger and payroll
- Peoplesoft general ledger and accounting (LACOE)
- Routine maintenance and repairs
- Legal counsel
- Alarm monitoring
- Field trip and athletic transportation
- Independent audit
- Speech and language assessment and therapy
- Gardening and targeted site maintenance/repair

Process for Investment Procedures and Deposit of Funds

The primary depository for funds received from the California Department of Education through the Los Angeles County Office of Education is the County Treasurer's Investment Fund. Funds remain invested here until transferred to a local bank account for the payment of payroll and accounts payable transactions.

Funds received locally are deposited or transferred to an approved local bank account. These funds include all cash and checks received by the school, as well as local transfers of special education and in lieu of property tax funds from the authorizing district. Any funds on hand not required to meet the immediate necessities of the school may be invested in other financial instruments in the manner authorized by the school's investment policy. (See Appendix O for the GHCHS Governing Board-approved Investment Policy.)

Procedure for Ensuring Adequate Cash Flow

Annually, the chief business officer prepares a three-year projected cash flow analysis in conjunction with the adoption of the current year budget. This projection is updated at the filing of the First and Second Interim Financial reports by incorporating the actual cash flow information of the months that have passed and any changes to future projections from changes to the current year budget and the anticipated receipt of funds.

The timing of events in this cash flow projection is based on the anticipated timing of the actual receipt and disbursement of funds. For example, state apportionment payments are generally received too late in any month to be used in that same month. In the cash flow projection, these receipts are always forecast to be available in the month following actual receipt by LACOE. In another example, funds are transferred to the payroll bank account in advance of the payment of payroll on the second working day of the new month. Since the actual expenditure of the payroll is recorded in the new month, the cash flow projection anticipates that each month will end with at least an amount sufficient to cover all payroll expenditures in the next month; currently, this amount equals \$2.3 million.

In reviewing the cash flow forecast, the chief business officer and executive director will determine if the school will require a short term loan to cover any anticipated cash deficits

throughout the year. If a loan is needed, they will make arrangements with a local bank or other appropriate source of funds.

Process to Ensure Meeting All Necessary Special Education Expenditures

Annually, the school prepares a budget for board approval that includes estimates for all necessary revenue and expenditures to meet the needs of special education students. Expenditures include all necessary staff and materials required for instruction, pupil support, and any contracted services such as transportation, speech, and other services not provided by qualified school staff. Revenue sources include state and federal special education funding transferred from the district, as well as sufficient local funding to insure that all necessary expenditures are fully funded. Details about funding and services for special education students may be found in the LAUSD SELPA Charter Operated Programs - GHCHS MOU (See Appendix P).

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

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

General Provisions

Granada Hills Charter 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.

Granada Hills Charter 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.

Granada Hills Charter 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.

Granada Hills Charter shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Granada Hills Charter shall document and implement the alternatives to suspension and expulsion that Granada Hills Charter utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Notification of the District

Upon expelling any student, GHCHS 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 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, GHCHS 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, GHCHS shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Outcome Data

Granada Hills Charter 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 GHCHS shall be given a rehabilitation plan upon expulsion as developed by GHCHS'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

Granada Hills Charter'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, GHCHS'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

Granada Hills Charter's Governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Granada Hills Charter is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun Free Schools Act

Granada Hills Charter shall comply with the federal Gun Free Schools Act.

The GHCHS Discipline Policy is approved by the GHCHS Governing Board, which includes parent, student and staff members. 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.

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at GHCHS. When a pupil commits an offense prohibited by this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as GHCHS'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 amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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. The Charter School shall comply with the federal Gun Free Schools Act.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Granada Hills Charter shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Granada Hills Charter shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion. GHCHS shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Granada Hills Charter's discipline policies and procedures are aligned with the District's Discipline Foundation Policy. All students at GHCHS are expected to behave appropriately and to learn and follow all guidelines and school policies. Positive Behavior Intervention and Support, known as PBIS, has been implemented. Corrective feedback and positive response strategies are used for students who are exhibiting inappropriate or disruptive behaviors. Multiple-tiered systems have different levels of support. We utilize a three-tiered system where tier one supports all students, tier two supports selected students, and tier three supports targeted/intensive higher risk students. Some of our students are participating in a "check-in check-out" system where we are acknowledging and reinforcing appropriate behavior and assessing the data. Whenever

possible, we are using means of correction other than suspension, transfer, and expulsion. Alternatives to suspension such as redirection, tutoring, counseling, parent meetings, parent visits, and restitution are implemented.

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. Student Success Team meetings are convened to problem solve inappropriate behaviors. Granada Hills Charter also creates behavior support plans for students receiving special services. When necessary, alternative placement options are explored. Students who are behaving properly receive recognition for appropriate behavior. Examples include parent phone calls, PA announcements, and recognition on the website and campus bulletin boards. In addition to our ad hoc committee for PBIS, all staff are included in PBIS trainings. Granada Hills Charter is committed to a positive and safe campus and will continue with staff training and data collection.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at Granada Hills Charter or at any other school, or (3) a Charter School sponsored event. A Student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
4. Unlawfully possessed, used, sold 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.
5. 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.

6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. 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 student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.

20. 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 students in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threaten 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 students in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.

Suspension Procedure

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/Principal or the Executive Director/Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Executive Director/Principal or designee 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 may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Executive Director or Executive Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it and preceded by recommendation for expulsion from the Executive Director. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Student has committed an expellable offense.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the 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 student. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of 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 school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Granada Hills Charter may, upon finding a 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 which shall be examined only by the Governing Board, administrative panel, 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of 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 person or panel conducting the 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 person 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 person 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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 person 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 the public at the request of the student 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 decision 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 and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee 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 accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the expulsion hearing panel decides not to recommend expulsion, the student 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 written findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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.

The Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

Granada Hills Charter shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

Appeals

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board which 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 meet within ten (10) school days of receipt of the written request for the appeal 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 GHCHS's student expulsion process. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. GHCHS shall work

cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion..

Students with Disabilities

Granada Hills Charter shall implement operational and procedural guidelines ensuring 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, GHCHS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, GHCHS 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 GHCHS, an IEP team, including a District representative, 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 504 Plan, GHCHS’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 504?

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School

had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement system, or federal social security.

California Education Code Section 47605 (b) (5) (K)

Mandatory Benefits for all Full-Time Staff Members

Granada Hills Charter will continue to provide mandatory benefits in accordance to the law. These include:

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

Health Benefits

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

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

STRS

All eligible certificated employees of GHCHS will have membership in the State Teacher's Retirement System (STRS). Employees will contribute the required percentage and GHCHS 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 the sponsoring district for five years, and another four years at GHCHS, 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.

PERS

All eligible classified employees of GHCHS will have membership in the Public Employee's Retirement System (PERS). Employees will contribute the required percentage and GHCHS 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 the sponsoring district for five years, and another four years at GHCHS, 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.

PARS

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

Illness/Personal Necessity Days

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

Certificated Employees

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

Classified Employees

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

Vacation Days

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

Paid Legal Holidays

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

Leaves

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

Relationship Between Teachers and the District Bargaining Unit

The teachers in GHCHS have created an independent, GHCHS-UTLA bargaining unit as GHCHS is an independent public school employer. All employees shall retain all rights under the Education Employment Relations Act as described below in Element 15.

Granada Hills Charter will provide salary and benefits packages that are comparable with traditional and charter public schools in Los Angeles County. Compensation structures will also be innovative as described in Element 5, in the section entitled, "Measures of Assessment and Performance & Compensation." Working conditions at the School will be comparable to those of similar local charter schools.

Labor Procedures Which Will Be Applied to Employees

Consistent with legal requirements, GHCHS employee groups will be free to select a labor representative if they so choose.

Working conditions such as salaries, benefits, and work calendars are determined by the GHCHS Board and enumerated in the GHCHS Staff Handbook and when appropriate, a CBA. When negotiations are involved, GHCHS teams utilize interest-based bargaining prior to action being taken by the Board. For non-represented employees, GHCHS Board-established ad hoc committees may be asked to consider relevant topics and develop proposals for GHCHS Board consideration and approval.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.

California Education Code Section 47605 (b) (5) (L)

No student may be required to attend GHCHS. Pupils who choose not to attend GHCHS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Parents and guardians of each student enrolled in GHCHS 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

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.

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

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

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

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.
California Education Code Section 47605 (b) (5) (N)*

The staff and Governing Board members of Granada Hills Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Granada Hills Charter except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Granada Hills Charter 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. All Written Notifications shall be addressed as follows:

Granada Hills Charter High School
Brian Bauer, Executive Director
10535 Zelzah Avenue
Granada Hills, CA 91344

Director of Charter Schools
Charter Schools Division
Los Angeles Unified School District
333 S. Beaudry Avenue
Los Angeles, CA 90017

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own

attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) 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. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

California Education Code Section 47605 (b) (5) (O)

Granada Hills Charter High School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Granada Hills Charter shall comply with all provisions of the Educational Employment Relations Act (“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.

ELEMENT 16: 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 if Granada Hills Charter High School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Granada Hills Charter if the District finds, through a showing of substantial evidence, that GHCHS did any of the following:

- Granada Hills Charter committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Granada Hills Charter failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Granada Hills Charter failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Granada Hills Charter violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Granada Hills Charter High School in writing of the specific violation, and give GHCHS 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 clause set forth in this Charter.

Closure Action

The decision to close Granada Hills Charter High School either by the GHCHS Governing Board or by the LAUSD Board of Education, 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 or non-renewed by the LAUSD Board of Education; the governing board of GHCHS votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), 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 Granada Hills Charter High School including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the GHCHS Governing Board or the LAUSD Board of Education, the governing board of Granada Hills Charter High School shall immediately

designate a person or persons responsible for conducting all closure procedures and activities, and determine how Granada Hills Charter High 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 CSD, if the Closing Action is an act of GHCHS. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in GHCHS within 72 hours of the Closure Action. Granada Hills Charter shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Granada Hills Charter 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 the school participates. Granada Hills Charter 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. Granada Hills Charter shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Granada Hills Charter shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Granada Hills Charter 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. Granada Hills Charter 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. Granada Hills Charter shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Granada Hills Charter shall simultaneously provide a copy of the written employee and vendor notification 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 school closure
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 and, legal guardians 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, and 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, which will include 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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Granada Hills Charter shall provide all employees with written verification of employment. Granada Hills Charter shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Granada Hills Charter shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Granada Hills Charter shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 shall occur within seven (7) calendar days of the effective date of closure.
2. Granada Hills Charter's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Granada Hills Charter shall prepare and provide an electronic master list of all students to the Charter Schools Division. 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 GHCHS closure occurs before the end of the school year, the list should also 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.
4. Granada Hills Charter must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Granada Hills Charter will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Granada Hills Charter must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Granada Hills Charter must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Granada Hills Charter shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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.

Granada Hills Charter shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school's annual audit.

Granada Hills Charter shall pay for the financial closeout audit of GHCHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by GHCHS will be the responsibility of Granada Hills Charter and not LAUSD. Granada Hills Charter understands and acknowledges that GHCHS will cover the outstanding debts or liabilities of GHCHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. Granada Hills Charter 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 GHCHS participates, and other categorical funds will be returned to the source of funds.

Granada Hills Charter 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Granada Hills Charter is operated 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.

Granada Hills Charter High School shall retain sufficient staff, as deemed appropriate by the GHCHS Governing Board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Granada Hills Charter's Governing Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Granada Hills Charter shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, GHCHS 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end GHCHS's right to operate as a charter school or cause Granada Hills Charter to cease operation. Granada Hills Charter and the District agree 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 16.

The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
 - (i) **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Pest Management: Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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] 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 ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella 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. *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.*

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 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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 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 one percent 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.

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.

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.

Internal Fiscal Controls

Granada Hills Charter will develop and maintain sound internal fiscal control policies governing all financial 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. EC 47612(b)

Insurance Requirements

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

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

The following insurance policies are required:

5. 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 insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Fidelity Bond coverage shall be maintained by the 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 \$50,000 per occurrence, with no self-insured retention.
9. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
10. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
11. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Excess/umbrella 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. 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

Evidence of Insurance

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

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

Should Granada Hills Charter deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Granada Hills Charter 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The 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 attorney's 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Healthy Schools Act

The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm