

GRANADA HILLS

CHARTER HIGH SCHOOL



A Charter School
Petition for Renewal

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

Granada Hills Charter High School Renewal Petition
Table of Contents

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

PREVIEW

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

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

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

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

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

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

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

- Shown significant cumulative growth in our subgroup API data.

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

*Subgroup API not available until 2006.

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

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

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

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

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

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

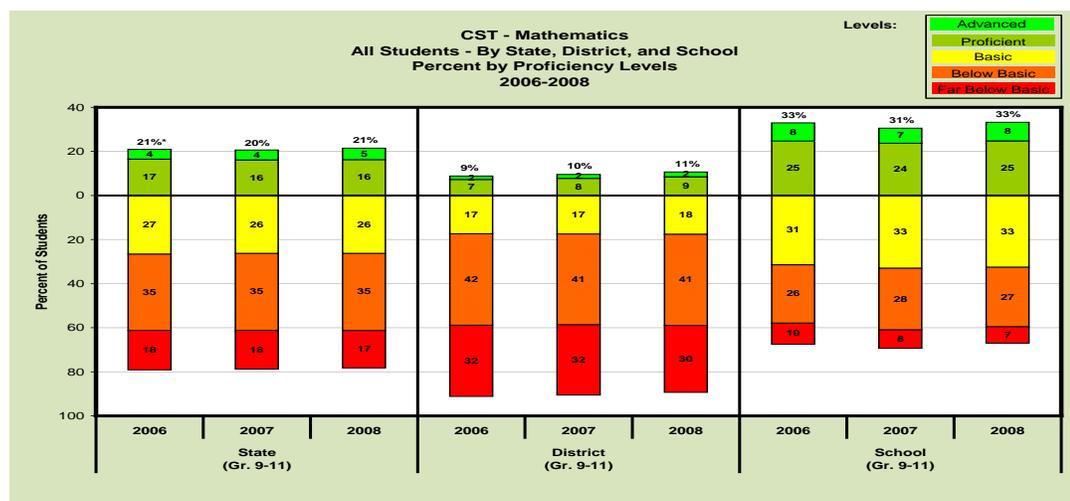
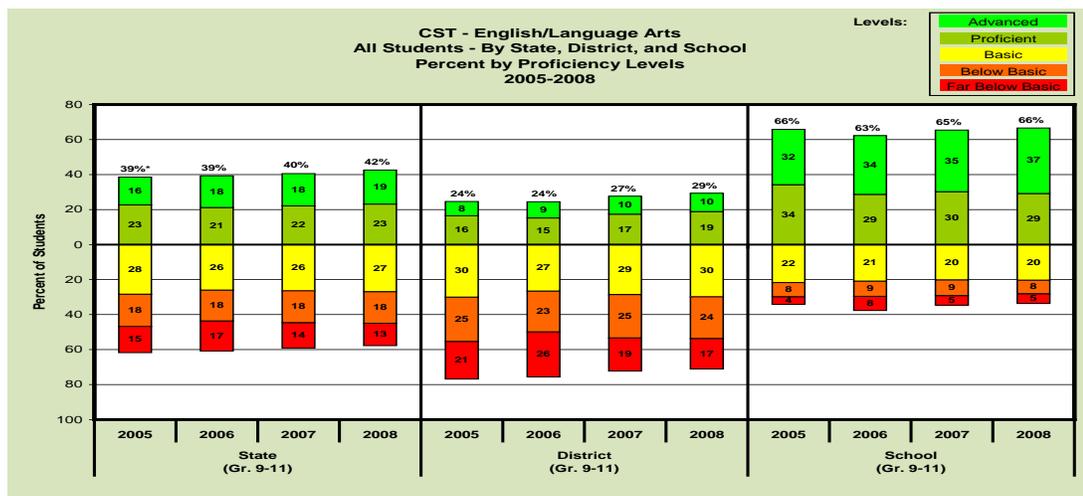
LAUSD Rank #	LAUSD (rank order)	2008 API Growth	Met Growth Targets
1	Granada Hills Charter (Whole School)	813	No
2	Palisades Charter (Whole School)	797	No
3	GHCHS Socioeconomically Disadvantaged Subgroup	786	N/A
3	GHCHS Hispanic Subgroup	774	N/A
3	El Camino Real (Whole School)	768	Yes
4	GHCHS African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

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

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

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

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

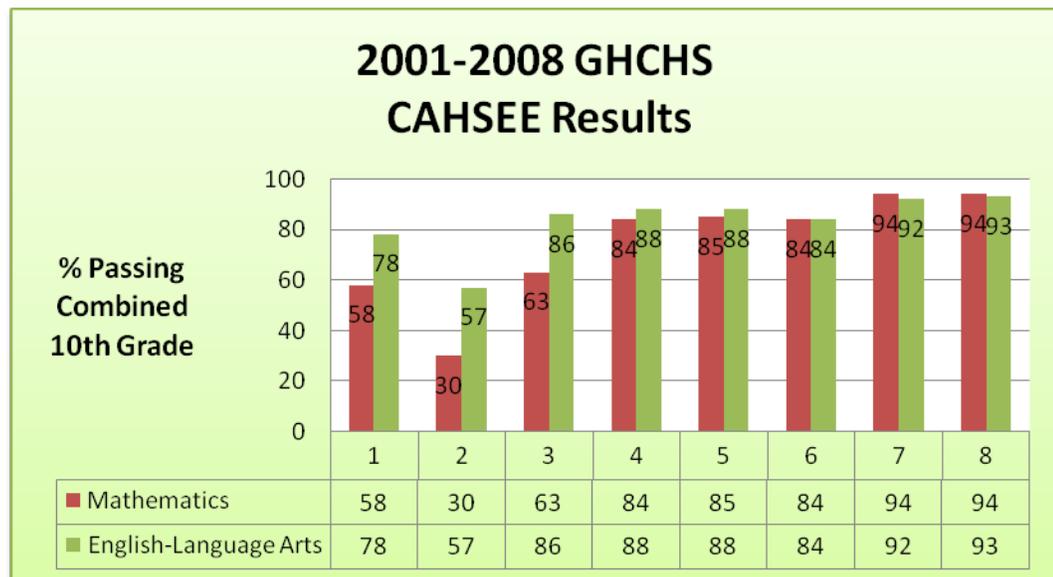


- Met AYP growth targets for all school wide sub-groups since the inception of NCLB including the current year.

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

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

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



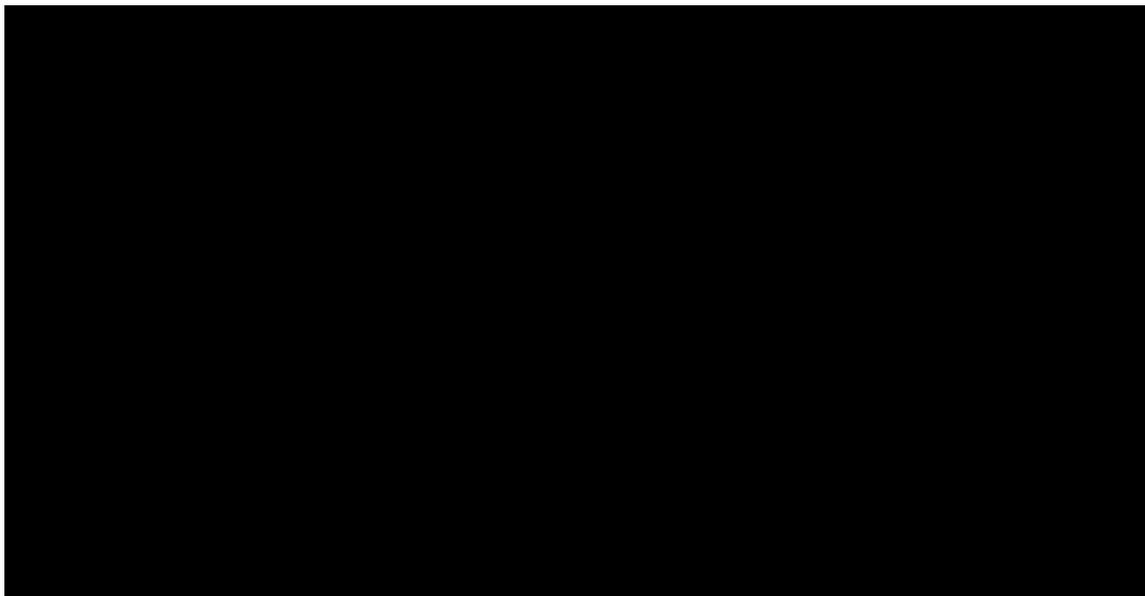
- Exceeded the 2008 LAUSD CAHSEE combined pass rates for all ethnic subgroups,

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

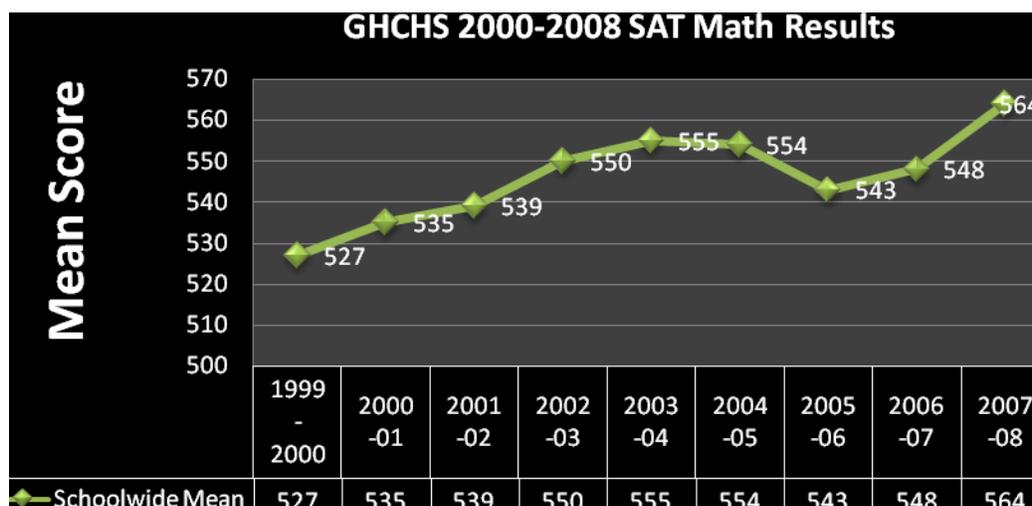
- Exceeded the LAUSD 2008 CAHSEE pass rates for students designated Special Needs, English Learners and Socioeconomically Disadvantaged.

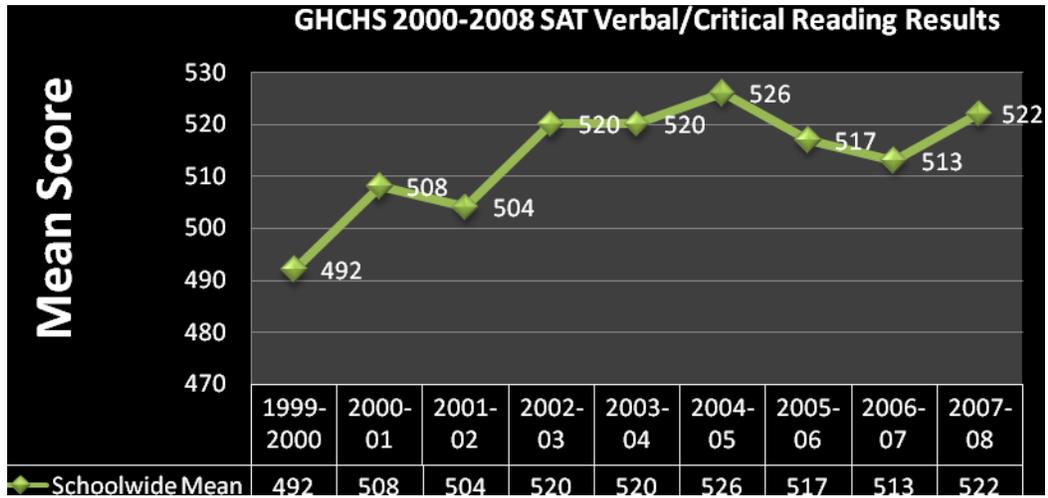
School	Tested or Passing	Subject	All Students	Special Education Students	English Learners	Redesignated Fluent-English Proficient	Socioeconomically Disadvantaged
GHCHS	# Tested	Math	879	4	59	183	278
GHCHS	Passing	Math	827 (94%)	n/a	48 (81%)	174 (95%)	254 (91%)
GHCHS	# Tested	ELA	889	5	67	186	281
GHCHS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

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



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

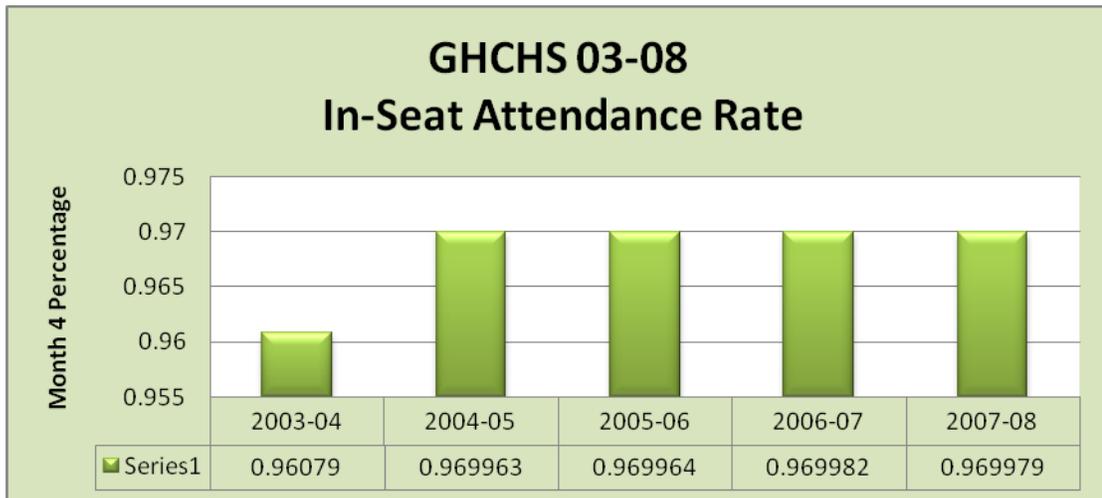




- Consistently achieved an average score from 1.1 to the current 3.4 above the local and statewide composite averages on the ACT.

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

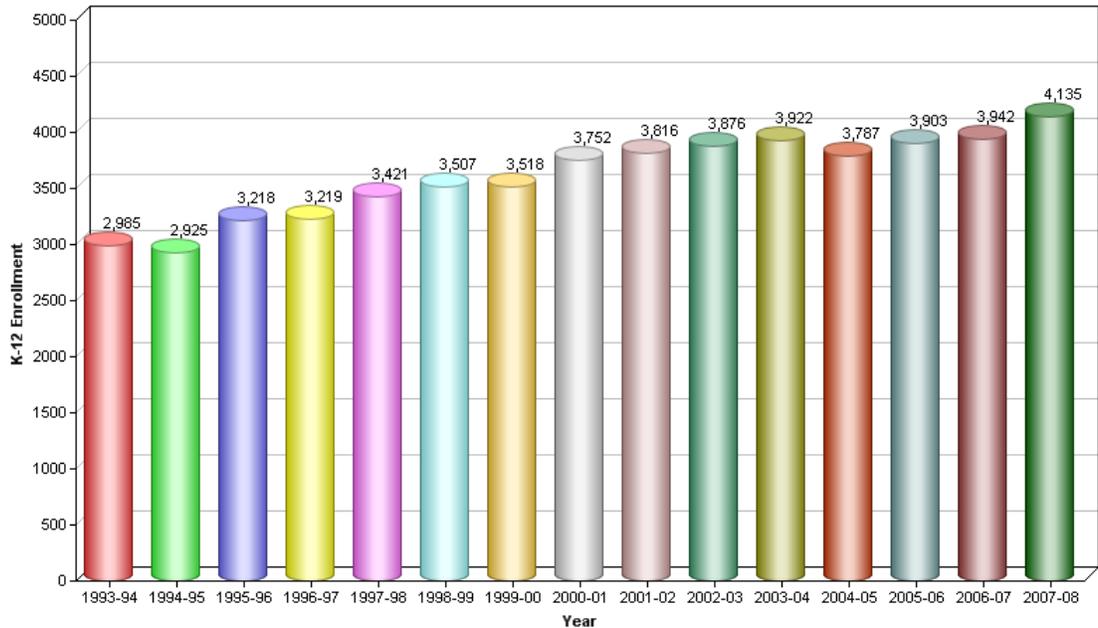
In the last five years as a charter school, we have accomplished the following:

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

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

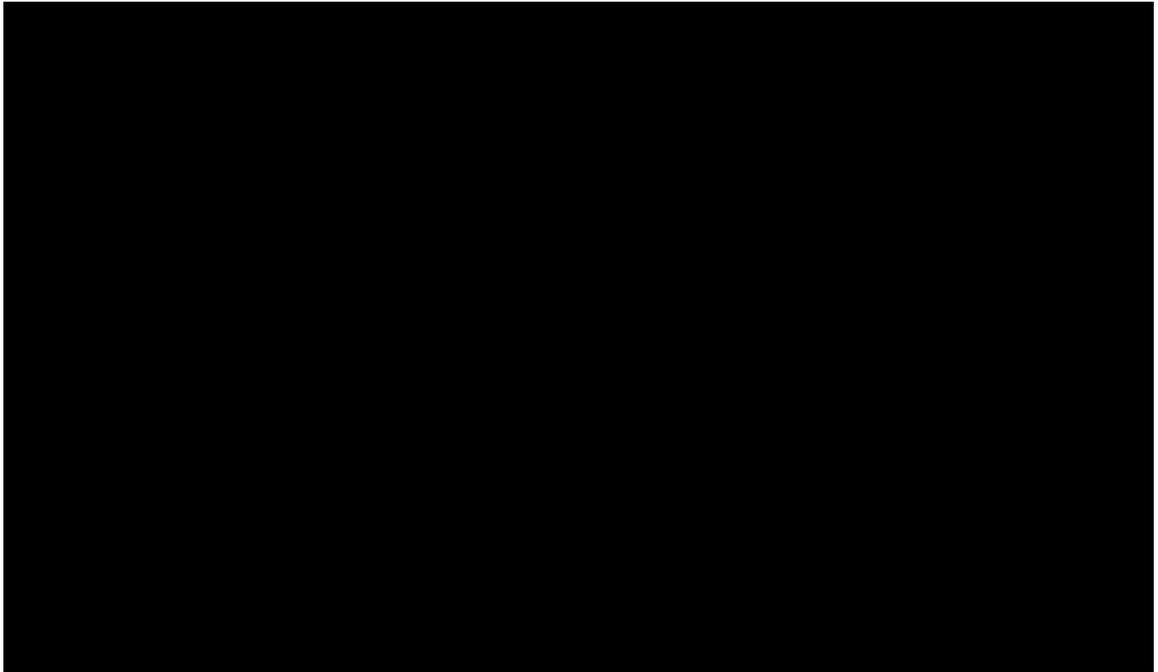
In the last five years as a charter school, we have accomplished the following:

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



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

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



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

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

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

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

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

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

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

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

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

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

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

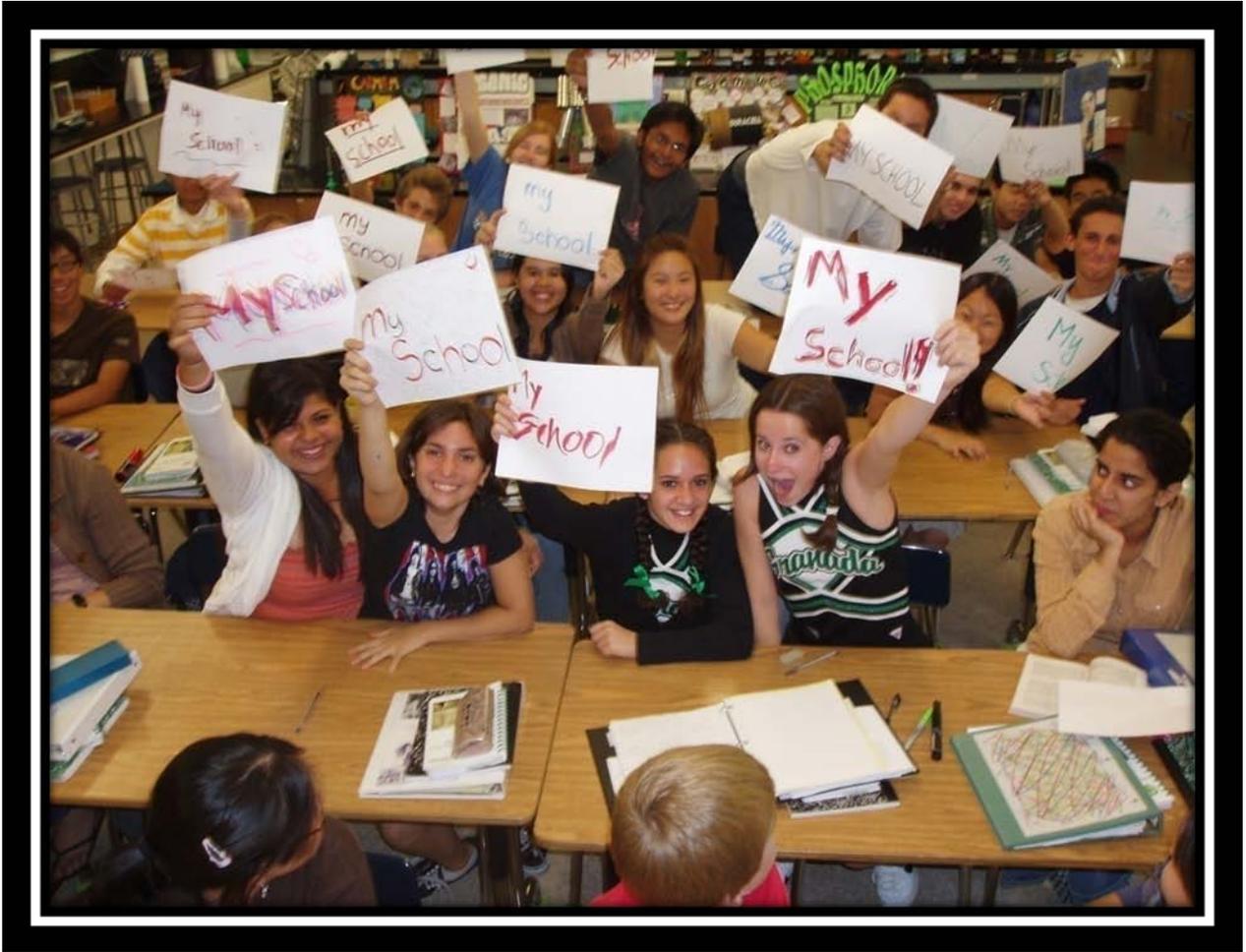
In the last five years as a charter school, we have accomplished the following:

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

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

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

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



AFFIRMATIONS/ASSURANCES

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

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

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

83
84
85
86 

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

September 12, 2008

Date

ELEMENT 1

THE EDUCATIONAL PROGRAM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

171 **MISSION**

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

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

SUSTAINING EQUITY AND ACHIEVEMENT

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

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

Standards-Based Curriculum and Instruction

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

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

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

In an equity-driven system:

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

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

241 Assessment

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

245 *In an equity-driven system:*

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

276 **Professional Learning and Development**

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

282

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

285

286 *In an equity-driven system:*

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

292

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

300

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

308

309 **Recruitment, Hiring and Coaching**

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

312

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

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

319

320 *In an equity-driven system:*

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

323

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

336 **Resources**

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

339 *In an equity-driven system:*

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

365 **Leadership**

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

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

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

375

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

379

380 *In an equity-driven system:*

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

383

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

387

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

390

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

393

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

396

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

400

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

407

408 **Whom Shall the School Educate**

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

419

420

421

What It Means To Be An Educated Person in the 21st Century

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

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

How Learning Best Occurs: The Thinking Curriculum

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

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

Description of the Thinking Curriculum

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

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

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

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

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

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

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

543 **Goals**

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

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

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

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

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

570

571 **Purpose**

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

576

577 **Leadership**

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

584

585 **Environment**

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

591

592 **Professional Development**

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

598

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

604

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

616

617 In addition to developing performance assessments for students, we are in the process of piloting a
618 new evaluation tool to replace the current Stull instrument modeled on subject-specific teacher
619 standards and the *Teaching Performance Expectations* of the California Standards of Quality and
620 Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional
621 growth activities, portfolio documentation, peer observation, and demonstration lessons.
622

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

624 We have altered our calendar to better meet the academic needs of our students. Many in our
625 community – teachers, parents and students – believed that the two weeks in January following
626 winter recess leading up to final exams were difficult at best, and that much of the momentum for
627 the fall semester was lost. Currently, our school year begins in mid August (following summer
628 school) and ends in late May/early June. Such a calendar – similar to the university and east coast
629 calendar –allows for the first semester to conclude prior to winter break. This schedule helps us
630 maximize the instructional time available for students to prepare for state mandated testing and
631 advancement placement exams.
632

633 Regarding banked time, we have made several adjustments in our five years as a charter school.
634 Currently, GHCHS banks time for early student release on eight Tuesdays throughout the year
635 which allows teachers and support staff to participate in professional development for slightly
636 more than two hours on each of those days. This increase in time, coupled with monthly after
637 school faculty and department meetings, allows for continuous monitoring and self-improvement
638 activities to take place.
639

640 Period 0 and 7 class offerings have been expanded and provide opportunities for students to take
641 community college classes on campus.
642

643 **Summer School**

644 GHCHS operates its own summer school. We continue to offer the traditional five or ten credit six
645 week summer school session to 1300 – 1500 students each summer. Approximately 25 non-
646 GHCHS students attend the school’s summer school.
647

648 In the GHCHS summer session, we strive to offer all regular school year offerings as well as
649 additional enrichment and intervention courses designed to accomplish the following:
650

- 651 • Provide all students, but particularly underrepresented racial minorities and low performing
652 students, specially designed preparation programs that build their capacity and promote access
653 to advanced courses
- 654 • Provide traditional and expanded intervention and enrichment courses during the summer
655 school hours and access to community college and adult school classes after hours.
656

657 **Instructional Technology**

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

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

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

670

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

682

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

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

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

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

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

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

697

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

705

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

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

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

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

759

Research Curriculum Strand

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

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

776 **University Partnerships**

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

795 **Specialized and Interdisciplinary Programs**

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

805 **College Prepared and Career Ready**

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

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

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

820 821 **Independent Study**

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

839 840 **Replication and Expansion - Creation of New Programs**

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

- 846 1. A middle school program, grades 6-8, that would prepare students beginning with grade 6
847 to be college ready. GHCHS will adhere to the applicable LAUSD process for a material
848 revision or will submit a new charter petition for middle grades expansion.
- 849 2. Expansion of our existing independent study program to provide a high quality program to
850 more students for whom the daily requirements of a traditional school setting are less
851 appropriate or not feasible. GHCHS will adhere to California Department of Education
852 regulations and requirements for Independent Study programs at charter school sites and
853 California Education Code §47612.5. If GHCHS offers non-classroom based instruction in
854 excess of 20% of its total instructional minutes authorized in California Education Code
855 §47612.5(e)(1), then GHCHS is subject to the determination for funding requirement of
856 §47634.2. GHCHS shall submit a request to the District for material revision in the event it
857 surpasses the 20% threshold for non-classroom based instructional minutes.
- 858 3. A high quality distance-learning program for students across the state who are unable to
859 travel to GHCHS.
- 860 4. An innovative, rigorous "continuation" school model that provides a smaller school setting
861 for students for whom the larger high school is less conducive.
- 862 5. An International Baccalaureate Program to meet the needs of students who desire the
863 challenge of the internationally recognized pre-university curriculum.

864

865 **CLOSING THE ACHIEVEMENT GAP**

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

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

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

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

892 893 **Enrichment and Intervention**

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

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

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

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

- 921
- 922 ▪ Provide a successful transition to high school
- 923 ▪ Increase 9th grade academic performance
- 924 ▪ Develop a four-year academic success plan
- 925 ▪ Introduce students to the high school culture and create a college readiness culture
- 926 ▪ Improve school culture and communication amongst students and between students
927 and staff
- 928 ▪ Help students develop and set short-term and long-term goals
- 929 ▪ Improve study skills, time management, and test-taking skills
- 930 ▪ Introduce families and students to higher education
- 931 ▪ Increase the number of students who enroll in higher education
- 932

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

940

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

949

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

955

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

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

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

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

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

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

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

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

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

1029 ❖ **STANDARD 1: ACADEMIC DEVELOPMENT**

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

1041

1042 ❖ **STANDARD 2: CAREER DEVELOPMENT**

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

1052

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

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

1062

1063 **Parental and Community Involvement**

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

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

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

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

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

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

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

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

1114 **Student E-mail**

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

1117

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

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

1127

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

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

1132

1133 **Parent Connect**

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

1140

1141 **Extended Hours in the Counseling Office**

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

1145

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

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

1149

1150 **Parent Volunteer and Involvement Opportunities**

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

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

1163 **Parent Education Classes**

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

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

1177
1178 **STUDENTS WITH SPECIAL NEEDS**
1179

1180 **English Language Learners**

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

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

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

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

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

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

1208

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

1218

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

1236

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

1253

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

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

1260 **Gifted and Talented Students**

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

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

1286 1287 **SPECIAL EDUCATION STUDENTS** 1288

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

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

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

1308

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

1313

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

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

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

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

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

1323

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

1328

ELEMENT 2 MEASURABLE STUDENT OUTCOMES

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

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

1335 **Standards Based Curriculum**

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

1345 **Goals for the Demonstration of Skills, Knowledge, and Attitudes**

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

1353 Applied Technical Arts

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

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

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

1423
1424
1425

1426 Kinesiology and Physical
1427 Education

1428 Physical Education is an integral part of the education program for
1429 all students. The curriculum provides sequential development to
1430 help the students acquire knowledge of their body, appropriate
1431 advance movement skills, positive attitude and confidence needed to
1432 adopt and maintain a physically active and healthy lifestyle for life.
1433 The student should demonstrate knowledge of kinesiology through
1434 the performance of exercises, written examinations and observations
1435 by the instructor. The standards addressed in 9th and 10th grades are
1436 aligned to those addressed on the California Physical Fitness Gram.

1437
1438

1439 Mathematics

1440 Express, interpret and use mathematical concepts to construct valid
1441 arguments and solve real-world problems; demonstrate conceptual
1442 understanding through appropriate application of mathematical
1443 skills and problem-solving techniques. Class* offerings include
1444 Algebra AB, Geometry AB, Algebra II AB, Trigonometry, Honors
1445 Algebra II/Trigonometry, Math Analysis, AP Calculus A, B and C,
1446 and AP Statistics. Students who are not proficient in Algebra AB,
1447 Geometry AB or Algebra II AB will be enrolled in math workshops
1448 and/or a math course designed to remediate students to successfully
1449 understand California State Standards. Students who have not
1450 passed the California High School Exit Exam (CAHSEE)
1451 mathematics section will be required to participate in math
1452 workshops and/or a math course designed to prepare students to
1453 successfully pass the exam. Algebra 1, Algebra 2, and Geometry (in
1454 this sequence) are required courses for graduation beginning with
1455 the class of 2012.

1456

1457 Science

1458 Understand and demonstrate through application the use of the
1459 scientific process in problem solving; develop the habit of critical
1460 thinking, and learn to construct a body of concepts through
1461 experiential activities and communications; use technology for
1462 information retrieval, data acquisition and analysis, and
1463 communications; demonstrate mastery of research skills and
1464 scientific writing. Proficiency of science standards may be met in
1465 the following courses:* Earth Science AB, Marine Biology AB,
1466 Science 9AB, Biology AB, Chemistry AB, and Physics AB. Honors
1467 and Advanced Placement courses will be offered to meet the needs
of the gifted and talented students in the areas of Biology,

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

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

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

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

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

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

1553 **Promotional Standards**

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

1565 **Retention**

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

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

1578 **Graduation Requirements and Course Sequences**

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

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

1600

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

1607

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

1612

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

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

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

1627 **Notification and Transferability**

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

1634
 1635 All parents and students will be notified that GHCHS is WASC accredited and offers A-G
 1636 College requirements in the following ways: summer mailing, school brochures, Articulation
 1637 Night, 9th grade and new student orientations, grade level meetings, parent organization meetings,
 1638 college awareness meetings and our monthly newsletter to the community, *The Sounds of the*
 1639 *Highlands*. This information will also be disseminated at our annual AP Night and during the
 1640 Summer Transition Academy.

1641
 1642 **Course of Study**

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

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

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

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

1658 **Attendance Requirements**

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

1663

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

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

1668

1669 **Accountability**

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

ELEMENT 3 METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

1675

1676

OUR UNDERLYING BELIEFS REGARDING STUDENT ASSESSMENT

1677

1678

1679

1680

1681

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

1682

1683

1684

1685

1686

1687

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

1688

1689

Forms of Assessment

1690

1691

1692

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

1693

Standardized Tests

1694

1695

1696

1697

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

1698

Performance Assignments

1699

1700

1701

1702

1703

1704

1705

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

1706

Rubrics

1707

1708

1709

1710

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

1711

Assessment Schedule

1712

1713

1714

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

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

1718

1719 **Collaborative Scoring**

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

1726

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

1734

1735 **OUTCOMES:**

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

1737

Assessments:

1738

- California High School Exit Exam (CAHSEE)

1739

- California Standards Test

1740

- Teacher Evaluation and Assessment

1741

2. Additional Performance Indicators

1742

- A-G completion requirements (UC/CSU)

1743

- Armed Services Vocational Aptitude Battery (ASVAB)

1744

- California English Language Development Test (CELDT)

1745

- APRENDA

1746

- Career Profiler

1747

- College Board Advanced Placement Exams

1748

- Physical Fitness Test Fitness Gram (PFT)

1749

- Kaufman Test of Educational Achievement (KTEA)

1750

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

1751

- Preliminary Scholastic Achievement Test (PSAT)

1752

- Preparation for Post Secondary Options

1753

- SAT, SAT II

1754

- Secretary's Commission on Achieving Necessary Skills

1755

- Woodcock-Johnson

1756

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

3. Expected Schoolwide Learning Results (ESLRs)

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

4. Formative Assessments:

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

Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

ELEMENT 4 GOVERNANCE

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

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

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

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

1802 1803 **Revocation**

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

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

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

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

1822
1823 Dispute resolution procedures are inapplicable to revocation proceedings.

1824 1825 **Term**

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

1827
1828
1829
1830

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

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

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

1865 **GRANADA HILLS CHARTER HIGH SCHOOL GOVERNING BOARD**
1866

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

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

- 1879
- Strategic planning

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

1897

1898 **Composition of the Governing Board**

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

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

1906

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

1913

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

1915

1916 **Qualifications**

1917 Teacher Elected Reps

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

1920

1921 Classified Rep

- 1922 • Must be currently employed at GHCHS.

1923

1924 Administrative Rep

- 1925 • Must be currently employed at GHCHS.

1926

1927 Parent Rep

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

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

Selection

Of Teachers:

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

Of Classified Staff:

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

Of Administrative Staff:

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

Of Retired Teacher:

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

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

1997
1998 *Of At Large Members*

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

2005
2006 *Of Parent*

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

2011 *Student (Non-voting rep)*

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

2013
2014
2015 **Board Member Terms**

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

2023
2024 **President of the Governing Board**

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

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

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

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

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

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

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

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

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

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

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

2076

2077 *Of Parent and At Large Members:*

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

2082

2083 *Of Classified Staff:*

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

2088

2089 *Of Administrative Staff:*

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

2094

2095 **Replacement Procedures**

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

2098

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

2103

2104 **Governance Structure**

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

2113

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

2123

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

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

2141
2142 **Grievance Procedure for Parents and Students**

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

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

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

2161
2162

2163 **Standing Committees**

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

2167
2168 The following standing committees with their respective purviews are in operation at this time:

- 2169
2170 • Curriculum and Instruction - curriculum, instructional delivery, professional development,
2171 graduation and technology. All academic department chairs or their designees are required
2172 to serve on this committee;

2173

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

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

2185 **Standing Committee Composition**

2186 Each standing committee will be composed of 15 members:

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

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

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

2209 **Fiscal Management**

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

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

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

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

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

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

2233

2234

2234 **LAUSD Charter Policy**

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

2240

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

2244

2244 **Responding to Inquiries**

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

2256

2256 **Notifications**

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

2263

2263 **Audit and Inspection of Records**

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

2266

2267

2268

2269

2270

2271

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

2272 mismanagement.

2273

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

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

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

2290

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

2294

2295 GHCHS will respond to reasonable inquiries by LAUSD.

2296

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

2299

2300 **GHCHS By-Laws**

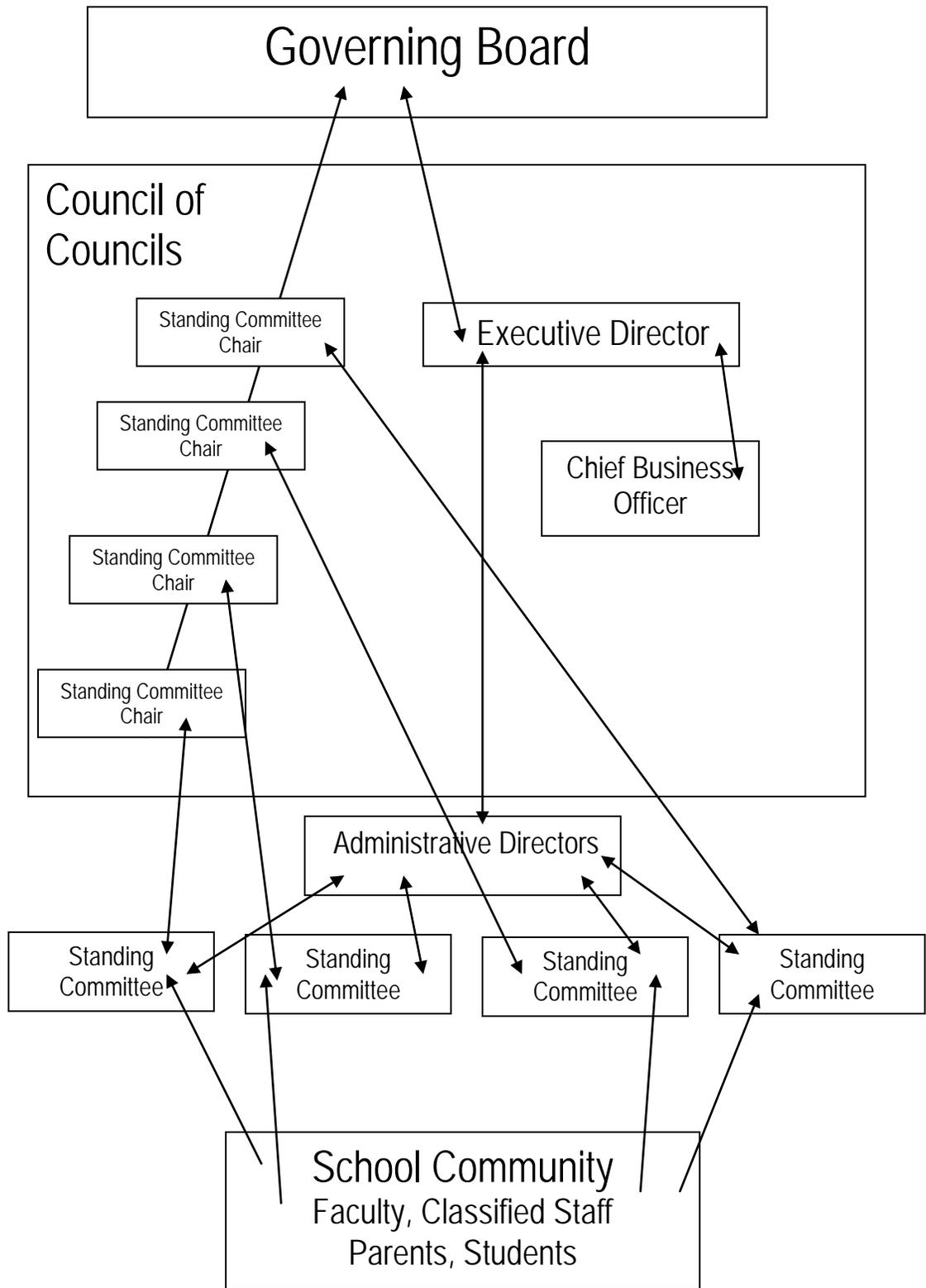
2301 By-laws will enumerate internal governance procedures, including standing committee procedures
2302 and functions. The by-law development process will be established by an ad hoc committee of
2303 the Governing Board.

2304

2305 **Amending the Governing Structure**

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

2313 (Governing Structure flow chart on following page)



ELEMENT 5 EMPLOYEE QUALIFICATIONS

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

2315

2316

BELIEFS

2317

GHCHS is driven by its Mission Statement:

2318

2319

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

2320

2321

2322

2323

2324

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

2325

2326

2327

2328

2329

2330

2331

2332

Code of Professionalism

2333

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

2334

2335

Preamble

2336

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

2337

2338

2339

2340

2341

2342

2343

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

2344

2345

2346

2347

Goals of GHCHS

2348

GHCHS will improve student achievement by the following:

2349

2350

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

2351

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

2352

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

2353

2354

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

2355

2356

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

2357

2358

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

2360

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

2365

2366 **Qualifications**

2367

2368 **Administrative Team**

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

2373

2374 The minimum criteria for administrative candidates include the following:

2375

- MA degree or its equivalent

2376

- Teaching credential

2377

- Minimum of five years teaching experience

2378

- Administrative Services Credential (or Pupil Personnel Services credential with the

2379

Administrative Services Credential earned within two years for the Director of Counseling)

2380

- Positive references from most recent employment, college or grad school

2381

- Evidence of educational experience after college

2382

2383 **Teacher Qualifications**

2384

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

2392

2393 The most important qualifications for teachers are:

2394

- Critical constructive thinking.

2395

- Expertise in at least one subject.

2396

- Effective communication skills.

2397

- Ability to work cooperatively and collaboratively with the school community.

2398

- Demonstrable effectiveness in teaching.

2399

- Productive use of technology.

2400

- A willingness to take responsibility and exercise leadership for the school as a whole.

2401

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

2404

- B.A. or its equivalent in a subject area commonly taught in a public school.

2405

- Passed CBEST and/or fully credentialed.

2406

- Enrollment in/or completion of a teacher training program at an accredited university.

- 2407 • Evidence of educational experience after college, if applicable (i.e. fellowships, graduate
- 2408 work, etc.).
- 2409 • Evidence of successful classroom teaching experience, if applicable.
- 2410 • Positive references from the most recent place of employment, college or graduate school.
- 2411 • Exceptions to the above qualifications may be made by the Executive Director for hiring
- 2412 staff in special areas
- 2413

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

2420

2421

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

- 2423 • Non-teaching personnel such as school counselors, coordinators, deans, school
- 2424 psychologists and school social workers will possess appropriate credentials for the
- 2425 specific positions such a Pupil Personnel Services credential for Counselors, a Professional
- 2426 Clear credential for Deans and Coordinators, a Health Services credential for school
- 2427 nurses, or an appropriate California state license for a school psychologist and school
- 2428 social worker.
- 2429
- 2430 • Candidates for these positions will have evidence of adequate professional training and/or
- 2431 experience. A Bachelors degree is required for all positions. Desirable qualifications would
- 2432 include a Masters (required for school psychologist and school social worker) or higher
- 2433 degree with full clear credentials/licenses for the appropriate field.
- 2434

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

2439

2440 Non-Teaching Qualifications:

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

- 2446 • High School Diploma or equivalent
- 2447 • Background/fingerprint/TB clearance
- 2448

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

2450

2451 Clerical/Office Staff

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

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

2458 Buildings and Grounds Workers

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

2465 Cafeteria Workers

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

2471 Special Ed Assistants

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

2477 **Staff Member Selection**

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

2487 **Selection Procedures**

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

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

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

2498 Process:

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

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

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

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

2507

2508 All staff applicants will be required to:

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

2515

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

2519

2520 **Day-to-Day Substitutes**

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

2524

2525 **Work Basis and Duties**

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

2530

2531 **Duties of the Executive Director**

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

2545

2546 **Duties of Administrative Team**

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

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

2558

2559

Duties of Teachers

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

2568

2569

Duties for Out of Classroom Support Personnel

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

2573

2574

Duties for Classified and Other Personnel

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

2578

2579

COMPENSATION

2580

2581

Salary Schedule

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

2585

2586

Differentials

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

2590

2591

Examples of Differentials

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

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

2600

2601 **PERFORMANCE EVALUATION**

2602

2603 **Executive Director and Administrative Team**

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

2611

2612 **Certificated Staff**

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

2620

2621 **Paraprofessionals**

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

2627

2628 **Classified**

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

2635

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

2640

2641 **EMPLOYMENT STATUS**

2642

2643 **Contracts**

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

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

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

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

ELEMENT 6 HEALTH AND SAFETY PROCEDURES

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

2658

2659 **Criminal Record Summary**

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

2665

2666 **Fingerprinting and Background Check**

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

2671

2672

2673 **Capacity and Class Size**

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

2682

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

2685

2686 **Transportation**

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

2689

2690 **Food Services**

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

2700 **Contract Development**

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

2704

2705 **Voter Approved Bond/Measure Funds**

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

2708

2709 **Natural Disasters and Emergencies**

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

2712

- Staff training on emergency procedures

2713

- Emergency preparedness exercises once each school year

2714

- Storage of water, food, and first aid supplies for three days as outlined in LAUSD's
2715 emergency preparedness bulletin

2716

2717 **Health Screening and Administration of Medications**

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

2722

2723 **Immunizations**

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

2726

2727 **Emergencies**

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

2730

2731 **Facility Safety**

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

2735

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

2737

2738 **Tuberculosis Testing**

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

2740

2741 **Child Abuse Reporting**

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

2748

2749 **School Safety**

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

2755

2756 Below are some components of our Safe School Plan:

2757

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

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

Facilities

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

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

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

Utilities

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

Insurance Requirements

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

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

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

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

The following insurance policies are required:

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

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

2849
2850 2. Workers' Compensation Insurance in accordance with provisions of the California Labor
2851 Code adequate to protect the charter school from claims that may arise from its operations
2852 pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers'
2853 Compensation Insurance coverage must also include Employers Liability coverage with
2854 limits of \$1,000,000/\$1,000,000/\$1,000,000.

2855
2856 3. Commercial Auto Liability coverage with limits of \$1,000,000 Combined Single Limit per
2857 Occurrence if the charter school does not operate a student bus service. If the charter
2858 school provides student bus services, the required coverage limit is \$5,000,000 Combined
2859 Single Limit per Occurrence.

2860
2861 4. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter
2862 school employees who handle, process or otherwise have responsibility for charter school
2863 funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000
2864 per occurrence, with no self-insured retention.

2865
2866 5. Professional Educators Errors and Omissions liability coverage including Sexual
2867 Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the
2868 Commercial General Liability policy by endorsement or by separate policy, with minimum
2869 limits of \$3,000,000 per occurrence, with excess coverage of \$10,000,000

2870
2871 6. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high
2872 schools **and** any other school that participates in competitive interscholastic or intramural
2873 sports programs.

2874
2875 *Coverages and limits of insurance may be accomplished through individual primary policies or
2876 through a combination of primary and excess policies. *The policy shall be endorsed to name the*
2877 *Los Angeles Unified School District and the Board of Education of the City of Los Angeles as*
2878 *named additional insured and shall provide specifically that any insurance carried by the District*
2879 *which may be applicable to any claims or loss shall be deemed excess and the charter school's*
2880 *insurance primary despite any conflicting provisions in the charter school's policy.*

2881
2882 Centurion Guard Service or its Successor - Insurance Requirements
2883 Contractor shall, at his, her, or its sole cost and expense, maintain in full force and effect,
2884 during the term of any guard security services agreement, the following insurance
2885 coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or
2886 better rating from A.M. Best, to cover any claims, damages, liabilities, costs and expenses
2887 (including legal counsel fees) or losses arising out of or in connection with Contractor's
2888 fulfillment of any of its obligations under this Agreement. :

2889
2890 A. Commercial General Liability Insurance, including both bodily injury and property
2891 damage, with limits as follows:

2892
2893 \$1,000,000 per occurrence
2894 \$ 100,000 fire damage
2895 \$ 5,000 med expenses

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

2924 **Evidence of Insurance**

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

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

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

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

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

2945 **Asbestos Management:**

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

ELEMENT 7 RACIAL AND ETHNIC BALANCE

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

2951

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

2957

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

2969

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

2971

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

2982

PWT/CAP/PSC Traveling Students

2983

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

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

2996

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

3004

3005 **Court Ordered Integration**

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

3011

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

3019

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

3025

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

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

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

Integration Programs/Funding

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

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

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

Federal Compliance

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

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

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

3091

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

3093 GHCHS agrees to comply with applicable provisions of NCLB.

3094

3095 **Community Outreach**

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

3098

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

3099

3100

3101

3102

3103

3104

3105

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

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

3111

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

3116

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

3122

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

3127

ELEMENT 8 ADMISSION REQUIREMENTS

Admission requirements, if applicable.

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

3128

3129 For admission to GHCHS, students must apply directly to the school. GHCHS uses an open
3130 enrollment admission policy for all California students, and does not discriminate on the basis of
3131 residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and
3132 racial background, language spoken, religion or political belief, or any other characteristic that is
3133 contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any
3134 other characteristics described in Ed Code 220. GHCHS will not charge tuition.

3135

3136 For admission to the Magnet Program, students must complete the application in the “Choices”
3137 brochure that can be obtained from any LAUSD school. Participation in the Magnet, CAP, PWT
3138 and NCLB/School Choice programs is determined by LAUSD at its sole discretion.

3139

3140 All students are eligible to apply, and admission will not be based on the residence of the student
3141 or his or her parent or guardian, except that preference will be given to students residing within the
3142 “former attendance area” of the school. “Former attendance area” of the school is defined as both
3143 the local neighborhood and those geographic neighborhoods, which are now sending and have
3144 traditionally sent students to GHCHS.

3145

3146 GHCHS will comply with all state laws pertaining to student admission and enrollment.

3147

3148 At all times applications will be monitored to ensure that diversity is maintained.

3149

3150

ADMISSION INFORMATION

3151

3152
3153 GHCHS shall provide orientation information to parents and students which explains the
3154 instructional program and policies, including, but not limited to the following:

- 3155 • Student behavior codes, including the suspension and expulsion provisions
- 3156 • Student dress codes
- 3157 • Student attendance policy
- 3158 • Parental involvement opportunities
- 3159 • Care of school property
- 3160 • Commitment to the academic program

3161

Admission Requirements

3162

3163 Admissions policies are under the purview of the Governing Board. As noted above, students and
3164 their parent(s)/guardian(s) must complete an application and submit it directly to GHCHS. There
3165 is not an additional application for traveling students (CAP, PWT, Magnet and NCLB/PSC) at
3166 GHCHS. Beginning with the class of 2011, all incoming enrolled GHCHS students are required to
3167 complete the two or four week Summer Transition Academy (STA) Program. Upon admission,
3168 Parents and students are required to sign an agreement that they will abide by the school policies
3169 on academics, attendance, and conduct. In accordance with California State Education Code
3170 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the
3171 available space.

3172 **Enrollment**

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

3185

3186 **Special Education Enrollment**

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

3195

3196 **False Address or Inaccurate Residence Information**

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

3201

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

3205

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

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

3212

3213 **Permits**

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

3216

3217 **Survey**

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

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

ELEMENT 9 FINANCIAL AUDITS

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

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

3229

Fiscal Autonomy

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

3240

Budget Development

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

3250

Integration Programs/Funding

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

3257

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

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

3264

Title 1 Funding

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

3269 **Fiscal Audit**

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

3280
3281 GHCHS will be responsible for its own financial services (accounting, budgeting, and payroll) and
3282 personnel services.

3283
3284 GHCHS shall conduct all of its financial operations in a timely manner and for all programs
3285 (regular, categorical, and special education) through procedures established by the State of
3286 California and the Federal Government, as appropriate. For Federal programs, including Title I,
3287 the criteria for eligibility and fiscal guidelines will be as established by the Federal Government.
3288 In receiving this funding directly, GHCHS is responsible for meeting eligibility and fiscal
3289 requirements established by the Federal Government and for completing the Consolidated
3290 Application. GHCHS shall provide the LAUSD with all financial and related reports, including
3291 enrollment attendance to enable the LAUSD to meet its requirements by law.

3292
3293 GHCHS shall promptly respond to all reasonable inquiries, including but not limited to, inquiries
3294 regarding financial records, from the LAUSD and shall consult with the LAUSD regarding these
3295 inquiries.

3296
3297 **Financial Reports**

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

- 3300 a. Provisional Budget – Spring prior to operating fiscal year
3301 b. Final Budget – July of the budget fiscal year
3302 c. First Interim Projections – November of operating fiscal year
3303 d. Second Interim Projections – February of operating fiscal year
3304 e. Unaudited Actuals – August following the end of the fiscal year
3305 f. Audited Actuals – December 15 following the end of the fiscal year
3306 g. Classification Report – monthly the Monday after close of the last day of the
3307 school month
3308 h. Statistical Report – monthly the Friday after the last day of the school month.
3309 In addition:
- 3310 • P1, first week of January
 - 3311 • P2, first week of April
- 3312 i. Bell Schedule – annually by November
3313 j. Other reports as requested by the District
3314

3315 **Revenue Flow/Depository/Accounting**

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

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

3324

3325 **Attendance Accounting Procedures**

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

3329

3330 **Mandated Costs Reimbursement Program**

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

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

3353

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

3358

3359 **LAUSD Services**

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

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

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

3372

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

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

3375

3376 **District Oversight**

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

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

3379 exceed one percent.

3380

ELEMENT 10 STUDENT SUSPENSION AND EXPULSION

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

3381

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

3392

3393 Definitions (as used in this policy);

3394

- Administrative Panel: An outside body that hears an expulsion recommendation and makes its recommendation to the GHCHS Governing Board.

3395

3396

3397

- Corporal punishment: "corporal punishment" includes the willful infliction of, or causing the willful infliction of, physical pain on a pupil. An amount of force that is reasonable and necessary for a person employed by or engaged in a public school to quell a disturbance threatening physical injury to person or damage to property, for purposes of self defense, or to obtain possession of weapons, or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of the law. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment within the meaning and intent of this section.

3398

3399

3400

3401

3402

3403

3404

3405

3406

3407

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

3408

3409

3410

3411

- Executive Director: unless otherwise specified, the term "Executive Director" shall refer to the GHCHS Executive Director or his or her designee.

3412

3413

3414

- Expulsion: "expulsion" means dis-enrollment from GHCHS.

3415

3416

- Governing Board: unless otherwise specified, the term "Governing Board" shall refer to the GHCHS Governing Board or its designated subcommittee.

3417

3418

3419

- Parent: the term "parent" shall refer to the pupil's parent, guardian, or other identified custodial adult with educational rights.

3420

3421

3422

- Suspension: "suspension" means removal of a pupil from ongoing instruction for adjustment purposes. A pupil may be suspended from one class or all classes and still

3423

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

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

3438 **Who is Subject to Disciplinary Procedures**

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

3442

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

3445

3446 **Notification of Policies and Procedures**

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

3451

3452 **Corporal Punishment**

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

3454

3455

3456 **GROUND FOR SUSPENSION AND EXPULSION**

3457

3458 **Enumerated Offenses**

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

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

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

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

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

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

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

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

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

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

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

3602
3603 **Alternatives**

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

3607
3608 **Suspension Procedures**

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

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

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

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

3637
3638

Notice to Parents/Guardians

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

3646
3647

Suspension Time Limits/ Recommendation for Expulsion

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

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

3655

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

3662
3663

Authority to Expel

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

3668

3669 EXPULSION PROCEDURES

3670

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

3675

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

3681

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

3685

1) The date and place of the expulsion hearing

3686

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

3688

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

3689

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

3692

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

3694

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

3696

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

3698

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

3700

3701

Record of Hearing

3702

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

3705

3706

Presentation of Evidence

3707

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

3711

3712

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

3717

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

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

3728 **Written Notice to Expel**

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

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

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

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

3744 **Records and Reporting**

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

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

3758 **Expelled Pupils/Alternative Education**

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

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

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

3768

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

3771

3772

3773

3774 **Rehabilitation Plans**

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

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

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

3780

3781 **Readmission**

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

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

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

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

3790

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

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

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

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

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

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

3802

ELEMENT 11 RETIREMENT PROGRAMS

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

3803

Mandatory Benefits for all Full-Time Staff Members

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

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

3810

Health Benefits

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

3814

3815 Eligibility for health benefits is referenced in the GHCHS Staff handbook and, where applicable,

3816 in a collective bargaining agreement.

3817

STRS

3819 All full-time, certificated employees of GHCHS will continue to be with STRS. Employees will

3820 contribute the required percentage and the GHCHS will contribute the employer's portion. All

3821 withholdings from employees and from the GHCHS will be forwarded to the STRS fund as

3822 required. Employees will accumulate service credit years in the same manner as all other

3823 members of STRS. For instance, if an employee has worked for the sponsoring district for five

3824 years, and another four years in GHCHS, he/she will have accumulated a total of nine years of

3825 service credit towards retirement from STRS. STRS contributions will be reported through the

3826 appropriate STRS-approved agency.

3827

PERS

3829 All current classified employees of GHCHS will continue with PERS. Employees and GHCHS

3830 will contribute the required rate as designated by PERS. All withholdings will be forwarded to the

3831 PERS fund as required. Employees will accumulate service credit years in the same manner as all

3832 other members of PERS. For instance, if an employee has worked for the sponsoring district for

3833 five years, and another four years for GHCHS, he/she will have accumulated a total of nine years

3834 of service credit towards retirement from PERS. Social Security payments will be contributed for

3835 all qualifying PERS members. PERS contributions will be reported through the appropriate PERS

3836 approved-agency.

3837

PARS

3839 GHCHS will continue to participate in the Public Agency Retirement System for non-PERS/STRS

3840 eligible part-time employees.

3841

Illness/Personal Necessity Days

3843 GHCHS will accept and assume the financial liability for all unused illness days previously

3844 accrued by employees who have resigned from a California school district to join GHCHS.

3845 **Certificated Employees**

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

3848

3849 **Classified Employees**

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

3852

3853 **Vacation Days**

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

3856

3857 **Paid Legal Holidays**

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

3859

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

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

3865

3866 **Seniority**

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

3871

3872 **Leaves**

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

3878

ELEMENT 12 ATTENDANCE ALTERNATIVES

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

3879

3880 If a student in the former attendance area chooses to opt-out of GHCHS, he/she will contact the
3881 local LAUSD district office to determine the nearest district school with available space.

3882

3883 The public school attendance alternatives for pupils residing within the school district that choose
3884 not to attend charter schools. Ed. Code § 47605 (b)(5)(L)”

3885

3886 • The address of GHCHS is 10535 Zelzah Avenue, Granada Hills, California, 91344

3887 • The phone number of GHCHS is 818/360.2361.

3888 • The contact person for GHCHS is Brian Bauer, Executive Director.

3889 • The number of rooms at GHCHS will be determined and reflected in the Lease Agreement.

3890 • The grade configuration is 9-12

3891 • The number of students in the first year will be approximately 4200.

3892 • The grade level(s) of the students the first year will be 9-12.

3893 • The opening date of the charter school was July 1, 2003.

3894 • The admission requirements as defined in the petition. Preference is provided to those
3895 students who reside in the pre-charter attendance area.

3896 • The operational capacity will be determined and reflected in the Lease Agreement.

3897 • The instructional calendar will be: August 17, 2009 – June 4, 2010

3898 • The bell schedule for the charter school will be 7:07 – 3:14, Period 0 through Period 6

3899 • If space is available, traveling students will have the option to attend.

3900

3901 Pupils who choose not to attend GHCHS may choose to attend other public schools in their district
3902 of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer
3903 policies of the district.

3904

ELEMENT 13

EMPLOYEE RIGHTS

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

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

3905

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

3909

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

3917

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

3922

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

3925 **Disputes with the District**

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

3930

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

3935

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

3945

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

3950

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

3955

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

3966

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

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

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

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

3987 **Uniform Complaint Procedures**

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

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

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

ELEMENT 15

EMPLOYER STATUS AND COLLECTIVE BARGAINING

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

4005

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

4015

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

4020

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

4028

ELEMENT 16 CHARTER SCHOOL CLOSING

*A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. The Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.
California Education Code Section 47605 (b) (5) (P)*

4029

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

4032

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

4042

4043 **Charter Renewal**

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

4048

4049 **Closure Procedures**

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

4057

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

4062

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

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

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

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

4131 **Facilities**

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

4143 **Independent Conversion Charter Closing Language**

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

4154 APPENDIX

4155

4156 Board Discretion

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