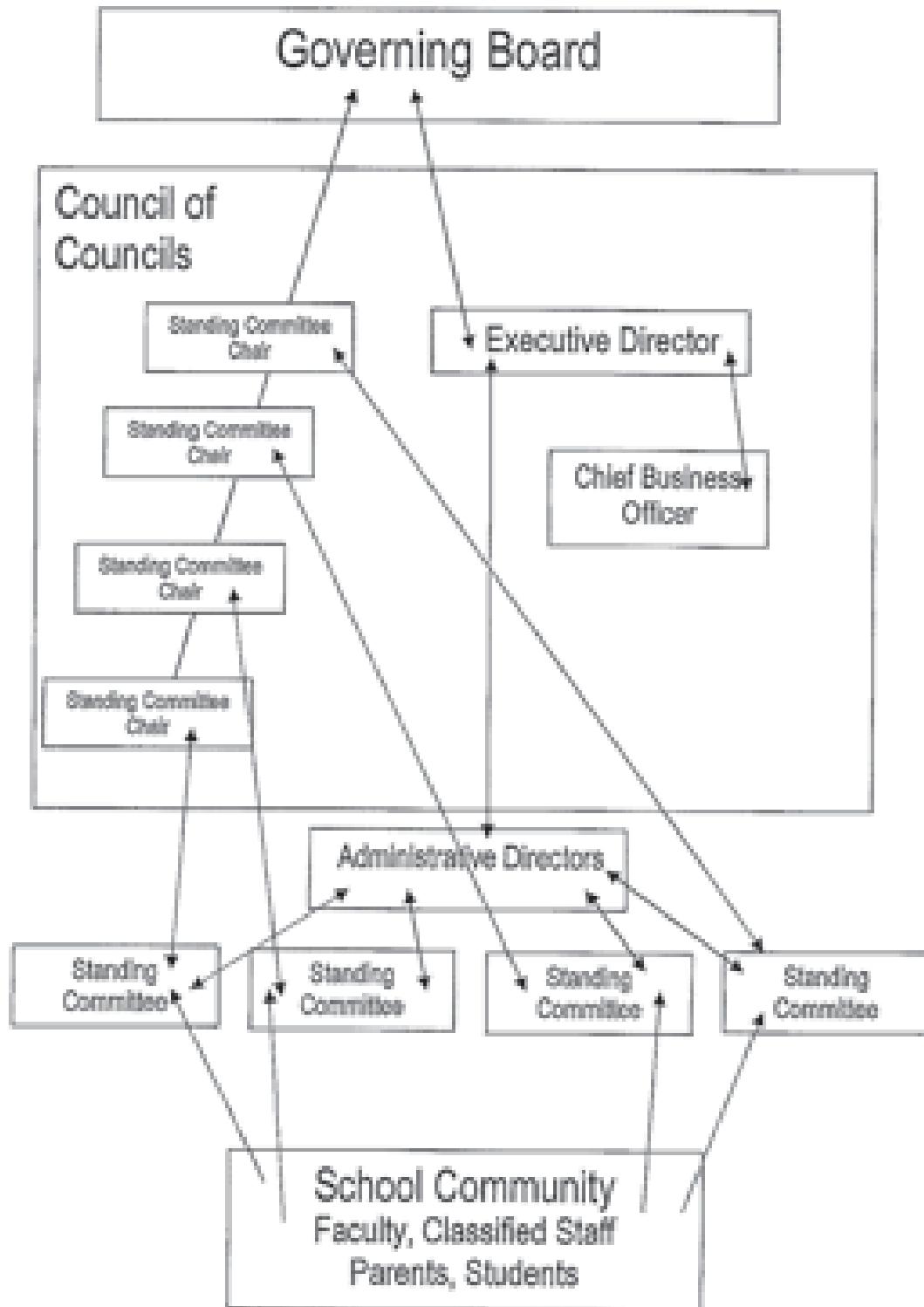


APPENDIX 10

2317



Granada Hills Charter High School

ADDRESS: 10535 Zelzah Ave., Granada Hills, CA 91344 **PHONE:** (818) 360-2361
EXECUTIVE DIRECTOR: Brian Bauer **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

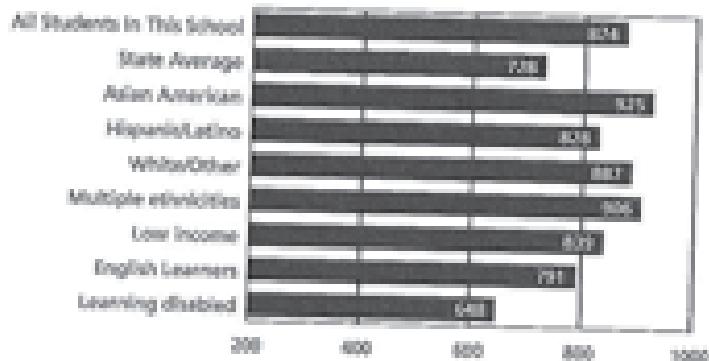
CALIFORNIA ACCOUNTABILITY

The state's education officials decide how schools are doing by looking at students' test scores. By combining the results of all tests, and measuring progress year to year, state officials calculate a number between 200 and 1,000 that becomes a school's Academic Performance Index.

Academic Performance Index	874
Growth attained from prior year	+31
Met schoolwide growth targets	Yes
Met growth targets for all groups of students	Yes

API, Spring 2010

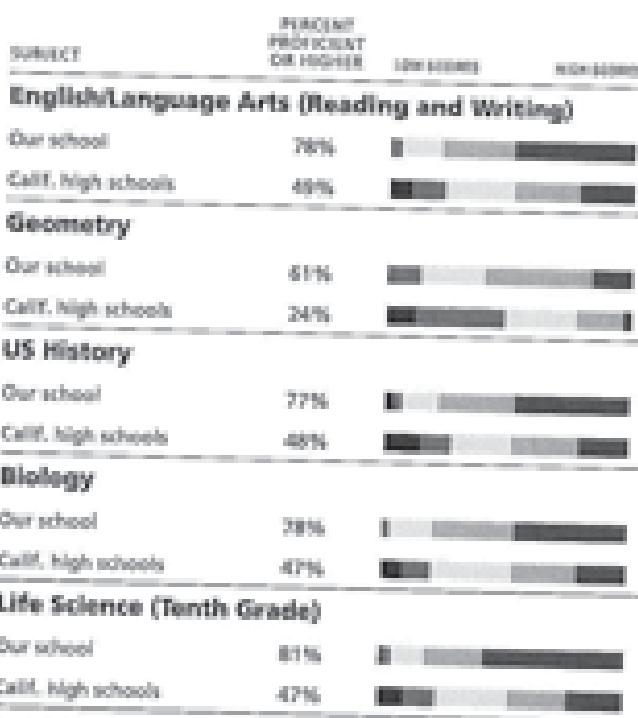
This graph shows our schoolwide API in comparison with the API for the average high school in the state. Our largest student subgroups' APIs appear below.



California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS: BASIC TO ADVANCED:
■ AT RISK BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



Source: The scores for the California Standard Tests are from the spring 2009 test cycle. State average represents high schools only.

FEDERAL ACCOUNTABILITY

Following the law known as No Child Left Behind (NCLB), federal officials also interpret test scores to evaluate schools. Adequate Yearly Progress (AYP) is the federal measure of the percentage of students who have scored Proficient or higher on state standardized tests in math and English/language arts.

Made Adequate Yearly Progress (AYP) in English/language arts and math **N/A***

Is the school on the Program Improvement (PI) list? **No**

Number of AYP targets met **30+**

Number of AYP targets school was required to meet **30+**

In order to meet the federal requirements of No Child Left Behind, schools are now expected to help more students score Proficient or higher on two tests: math and English/language arts. The dot on the graph to the right (55 to 58 percent) marks the percentage of students in a school that had to score Proficient or higher in 2010 for the school to make AYP. In addition, every significant subgroup of students (for example, English Learner) also had to meet this mark for the school to make AYP.



Please go to <http://www.ghchs.com> for more information about this school, including our School Accountability Report Card, or visit us at the school office.

*Data are not yet available for the 2009-2010 AYP test cycle. We will update this information as soon as the California Dept. of Ed. releases 2009-2010 data.

DATA DASHBOARD SINCE INCEPTION OF CHARTER STATUS | 2004-2010

ACADEMIC ACHIEVEMENT /ACADEMIC PERFORMANCE INDEX - API	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	% OF APPLICABLE OUTCOME GOAL ACCOUNTABILITY TARGETS MET					
								4/10	7/10	7/12	12/18	11/17	10/15
1. High schools/Cohorts growth target of 300	779	755	809	816	813	843	874	N/A	N/A	N/A	N/A	N/A	N/A
2. Most improved students	570	649	648	638	576	628	628	65	65	71	743	770	779
3. Most Improved Rate of 10% or higher	970	930	930	930	930	930	930	913	913	910	910	910	910
4. Most Improved Rate of 10% or higher	615	593	579	575	595	595	595	589	589	589	589	589	589
5. Most Improved Rate of 10% or higher	913	910	910	910	910	910	910	909	909	909	909	909	909
6. Newly immigrant population percentage of students scoring at proficient or higher	N/A	N/A	N/A	N/A	N/A	N/A							
7. Outperform Cohorts statewide in ELA	N/A	43.3	43.3	43.3	45.7	47.7	48.9						
8. Outperform Cohorts statewide in Mathematics	N/A	10.7	10.7	12.8	26.9	40.5	47.7						
9. Increase percentage of students retained/referred to High school	N/A	40.5	40.5	40.5	41.3	42.7	44.2						
10. Outperform Cohorts statewide in Science	N/A	42.3	42.3	42.3	42.3	42.3	43.3						
11. 90% of students will take and pass the California High School Proficiency Test (CHSPT)	936	934	934	934	934	934	934	924	924	924	924	924	924
12. 2012 and beyond, pass CUSP, and earn 250+ credits, within two years.	N/A	N/A	N/A	N/A	N/A	N/A							
13. 90% of students attend post secondary institutions for college or vocational training	95.7	96.0	96.0	96.7	96.8	97.6	97.6	97.6	97.6	97.6	97.6	97.6	97.6
14. High School Exit Rate & 100% graduation rate	N/A	N/A	N/A	N/A	N/A	N/A							
15. High School Completion Rate	N/A	N/A	N/A	N/A	N/A	N/A							
16. New students placed in 2-year or 4-year college	N/A	N/A	N/A	N/A	N/A	N/A							
17. More than 75% of students attending college with no loans (excluding <u>GCHS</u>)	N/A	N/A	N/A	N/A	N/A	N/A							
18. More than 75% of students attending college with no loans (excluding GCHS) and determined by the California State University's Early Assessment Program	N/A	N/A	N/A	N/A	N/A	N/A							

1.2 Meet subgroup growth targets

YEAR	# SUBGROUPS MET	SUBGROUPS NOT MET
2004	5/5	African-American
2005	Yes	
2006	6/5	English Learner; Students With Disabilities
2007	Yes	
2008	5/5	African-American; English Learner; Students With Disabilities
2009	6/5	Socioeconomically Disadvantaged; Students With Disabilities
2010	8/5	

1.3 Outperform neighboring/comparable schools on API

School	2004	2005	2006	2007	2008	2009	2010
Aguena	799	818	820	833	839	843	854
Cabotavas	811	822	821	848	842	849	848
Cleveland	876	712	720	730	727	730	756
El Camino Real	739	738	737	748	738	774	798
Granada Hills Charter	773	785	809	816	813	843	874
Hart	738	758	768	779	804	805	816
Malibu	818	831	834	818	828	820	834
Moorpark	778	808	795	787	790	789	811
Newbury Park	802	811	819	809	830	849	845
Northridge	N/A	N/A	N/A	N/A	711	727	725
Palisades Charter	758	768	775	781	797	818	819
Roseda	810	838	824	853	703	729	740
Royal	743	769	771	773	778	782	777
Santa Susana	778	807	813	821	815	822	838
Saugus	788	785	783	792	807	814	814
Simi Valley	788	791	774	781	779	793	794
Taft	653	675	689	703	738	750	745
Thousand Oaks	773	821	829	827	835	823	841
Valencia	714	766	764	797	817	830	839
Westlake	800	821	836	835	851	849	879
West Ranch	N/A	748	833	811	818	836	854

YEAR	# OF SCHOOLS	PERCENTAGE THAT GHCHS OUTPERFORMS COMPARABLE SCHOOLS
2004	11/18	61%
2005	11/19	58%
2006	11/20	55%
2007	13/20	65%
2008	11/20	55%
2009	18/20	80%
2010	19/20	95%

 Blue denotes goal not met. Orange denotes goal met.

N/A Data not available for year.

APPENDIX 13



Accrediting Commission for Schools

COMMISSIONERS MEMBERS

GARY DAVIS
Chairperson
Representative (Joint)
Coyote Valley High School District

THOMAS C. FISCHER
Assistant Chairperson
Sycamore Valley Catholic High School
Diocese of San Diego

RUTH A. PALSDON
Teacher
Lakeside Preparatory High School

KELLY BOOC
Chairwoman, Office of Education
Public School Chancellor
Elementary & Secondary Education

WILLIAM CARRISON, Ph.D.
Executive Director
Western Catholic Educational Association

RUSSELL CHAPIN
California Federation of Teachers

KAREN LEONARD CLANCY
California School Boards Association

ROBINA CRANDALL
Assistant Superintendent
Redondo Union High School District

WILLIAM DAVIDSON
Public Member

ANNE DEBBATH
California Congress of Parents,
Teachers & Employees, Inc.

SUSAN DRUZICK
Teacher
Carmel Catholic High School

JOYCE GREGORY YERGIN
California Association of
Independent Schools

MICHAEL JORDAN
Public Member

SHARON LINDQUIST
Assistant Superintendent
Redwood City School District

HAL MCGOWAN,
Representative
Western Union Unified School District

CAROL MAPES
Public Member

PATRICK MASTRO
Superintendent (Joint)
Santa Clara Unified School District

KAREN MEEHAN
Administrator
Montessori School

LINDA REEDER
Administrator
School School - Lower School

JAY V. SHAWVER
East Asia Regional Council
of Schools & Schools

MARINA SOLOVIEVA
Principal
Kingsridge Middle School

MICHAEL STIFFMAN
Teacher
Kings Way Middle School
Josephine Baker Academy
Educational Options II
Fresno State Department of Education

ROBBIE VAN LUYK PITT
Representative
San Ysidro Valley Union
High School District

WILLIAM WOOD
Representative
Albion United School District

553 Airport Boulevard, Suite 200

Burlingame, California 94010

(650) 696-1960 • Fax (650) 696-1867

E-mail: mail@acswasc.org • Website: www.acswasc.org

DAVID E. REEDER, Ph.D.
Executive Director

MARYLYN B. GOODMAN, Ed.D.
Associate Executive Director
Operations

GRETCHEN BECKERSON, Ed.D.
Associate Executive Director,
Operations

February 7, 2007

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

Dear Mr. Bauer:

The Western Association of Schools and Colleges is pleased to announce the action taken by the Accrediting Commission for Schools granting Granada Hills Charter High School a six-year term of accreditation, expiring on June 30, 2012.

Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school. The Commission is confident the school will continue to improve, as the critical areas for follow-up are addressed within the action plan. We are asking all schools to provide a brief written report on progress made in implementing the schoolwide action plan at the end of the third year.

Please accept our congratulations on the quality of instruction being offered in your school. A certificate of accreditation will be forwarded to you in the near future.

Very truly yours,

Gary Davis
Commission Chair

GFD:cl

cc: Superintendent
Chairperson

Granada Hills Charter High School Governing Board 2010

APPENDIX 14

All Large Members (3)			
James W. Sallin <i>(President)</i>	Northridge, 91326	Home: Cell:	Term ends 12/31/2010
Janet Jackson <i>(Small Business Owner)</i>	Lake View Terrace, 91342	Home:	Term ends 12/31/2010
Leila Vickers <i>(LAUSD Office Assistant)</i>	Northridge, 91326	Home: Wk:	Term ends 12/31/2011
Retired Teacher Member (1)			
Kenneth Horwitz <i>(Retired Teacher)</i>	Van Nuys, 91405	Home:	Term ends 12/31/2010
GHCCHS Employee Members (4)			
Susan Bourguignon <i>Certified Teacher)</i>	Moorepark, 91321	Home:	sbs@msn2.sch.k12.ca.us Term ends 12/31/2011
Pat Mitchell <i>Certified Nurse)</i>	Northridge, 91326	Home: Cell:	pmitchell@sch.k12.ca.us Term ends 12/31/2010
Jean Lewis <i>Administrator</i>	North Hollywood, 91343	Home: Cell:	jlwest@sch.k12.ca.us Term ends 12/31/2011
Ely Jaramillo <i>Custodian</i>	Malibu Creek, 91334	Cell:	ejaramillo@sch.k12.ca.us Term ends 12/31/2010
Parent Member (1)			
Gary Conley <i>(Father Manager)</i>	Northridge, 91326	Home: Cell:	Term ends 12/31/2011

APPENDIX 14

JAMES W. SALIN

EMPLOYMENT OBJECTIVE:

To participate in the management, growth and development of a business oriented bank supported by a platform of technology

EDUCATION:

Bachelor of Business Administration/Finance
Brigham Young University-June, 1965.
Minor-Accounting and Economics

Graduate School of Credit and Financial Management
Stanford University-July 1978.
Thesis: The Ideal Loan Training Program in Wholesale Commercial Bank

EXPERIENCE:

10/2001 to Present

PACIFIC WESTERN BANK

Executive Vice President in charge of marketing/business group
Business group produced in excess of 100MM in loans/deposits annually
Participated in Products and Pricing committee
Group had highest rating for production
Bank growth from 300M to 5 Billion.

5/94 to 10/2001

CHARTER PACIFIC BANK

Regional Vice President
Executive Vice President in charge of marketing
Manager of the Beverly Hills Region
Commercial Loan portfolio is 50% of the Bank
Best record for growth in the bank
BH is largest office of the system
Participated on the Management Committee of the Bank
Chairman of Marketing Committee
Member of Management Loan Committee

11/89 to 5/94

Industrial Bank

Senior Vice President
Senior Marketing Officer
Loan portfolio is 33% of the Bank
Consistently in top 10% of officers for development of deposits and loans
One of the best records in the bank for loan losses

APPENDIX 14

	Management of non-official staff
6/84 to 11/89	California United Bank Executive Vice President-Lending Executive Vice President and Manager of Beverly Hills Office Office opened in February, 1985 Management of non-official staff (30) Management of lending officers (8) Deposits totaled \$220,000,000 and Loans totaled \$120,000,000 Office responsible for in excess of 60% of the Bank's profits Participated in management committee
4/80 to 6/84	Metrobank Senior Vice President-Lending (4/80) Senior Vice President-Loan Administration (10/80) Senior Vice President and Manager of Headquarters Office (1/82) President Los Angeles Region (9/82) Management of non-official staff (55) Supervision of lending areas Management of officer staff (14) Office included 70% of bank's assets Deposits totaled \$200,000,000 Loans totaled \$70,000,000 Achieved best marketing record of any office Participated on management committee
6/88 to 4/80	Union Bank Accounts Receivable Auditor Loan Analysis Training Program Assistant Manager of Training Program Commercial Loan Department-Headquarters Office Promoted to Vice President Loan Volume of \$100,000,000 Supervision of non-official staff Management of Loan Portfolio/New Business Senior Loan and Credit Officer Century City Office (10/76-5/78) Supervision of Lending Officers (3) Supervision of non-official staff (15) Management of Office Loan Portfolio, which totaled \$40,000,000 Solicitation of new business Loan Authority \$250,000 Office portfolio grew 300% Senior Loan and Credit Officer Mid-Wilshire Office (5/78-4/80) Developed and supervised loan officers (7) Supervision of non-official staff (26)

APPENDIX 14

Improved portfolio quality from lowest to highest.
Improved in work-out credits and collections
Solution of new business
Loan Portfolio totaled \$100,000,000
Indirectly supervised operations staff (60)
Loan Authority \$750,000

ACTIVITIES: President and Director of the Los Angeles Job Development Corporation, 1975-1979 sponsored by the Los Angeles Clearing House
West Los Angeles Chamber of Commerce
The Entrepreneur Association, UCLA Graduate School of Management
Active member of the San Gabriel Valley Council-BSA
Active member of the Western Los Angeles Area Council-BSA
Vice President of Granada United Futbol Club

REFERENCES: Available upon request.

APPENDIX 14

JANET ALSTON JACKSON

BIO

JANET ALSTON JACKSON, author of the USA Book News Award Winner, "A Cry for Light: A Journey into Love," is a communications expert. Since 1993 she has facilitated workshops to thousands on effective communications and finding inner peace. She has been a guest on radio shows around the country and has made appearances on KCET public television.

Janet is a contributing writer for the Los Angeles Sentinel Newspaper, and writes articles for EzineArticles.com as an "expert author". In addition, she is a columnist for the Canadian magazine Timeless Spirit.

Communications has always been Janet's deep love. She was a publicist for CBS and ABC Television Networks for 17 years. She was also a manager and the West Coast photo editor in charge of ABC's image. When she was with CBS, Janet worked on hundreds of prime time shows before she headed publicity for the daytime show line up on the West Coast which included "The Young and the Restless," "The Bold and the Beautiful," and "The Price is Right." She was the publicist on ground-breaking television comedy series: Good Times," "The Jeffersons," "All in the Family," "The Mary Tyler Moore Show," "Roseanne," "The Carol Burnett Show."

In addition to working on hundreds of dramatic television episodes, Janet has worked as a publicist on the Emmys, the Grammys, and the People's Choice Awards Shows. She was also the West coast photo editor for ABC Television, in charge of the network's image.

When Janet left the entertainment industry, she with her husband Walter, founded Believe In Yourself, Inc., a non-profit organization raising the self esteem of children.

Janet holds a B.A. in Broadcast Journalism from the California State University at San Jose. She won the Publicists Guild of America" award for her work on the ground breaking CBS television series "Twin Peaks." She has studied four years in the ministry; has also trained under several Zen masters.

A strong advocate for children, Janet was a Court Appointed Special Child Advocate (CASA) for the Los Angeles Superior Court, the largest of its' kind in the country. She continues to serve as a board member for the Child Care Resource Center which serves thousands of low-income families in Los Angeles County.

She is married to Walter Jackson, author of "Sporting the Right Attitude," a book for young adults. They have three children.

Websites: www.JanetAJackson.com and www.SportingtheRightAttitude.com

APPENDIX 14

Lella Vickers



Education **Collegio Centenario**
 El Salvador
 BA

Work Experience

- Kneedler-Fauchere Imports - Customer Relations Department
- LAUSD Balboa Gifted Magnet School - Office Assistant

Volunteer Organizations

- Avon Breast Cancer Research
- American Youth Soccer Organization
- Board of Directors - Better Financial Services, Inc.
- Board of Directors - Balboa Gifted Magnet School Based Management
- Spirit Club Board - Balboa Gifted Magnet School
- PTA Board - Balboa Gifted Magnet School
- School Leadership Council - Granada Hills High School CSUN Magnet
- Governing Board Member - Granada Hills Charter High School 2003-2006, 2008-2009

APPENDIX 14

August 20, 2008

To whom it may concern:

My name is Kenneth Horwitz. I am applying for a position on the Granada Hills charter High School Governance board.

I am a former teacher with 38 years of experience in the Los Angeles Unified School District (LAUSD) from 1968 to 2003. I worked with students from different socio-economic backgrounds at three different middle schools and spent 20 years at Granada Hills High School.

My teaching experiences ranged from gifted to remedial students including AP U.S History, AP U.S Government, Math, Health, Physical Education and E.S.L.

I served as U.T.L.A Chapter Chair for more than 15 years. I worked to meet the needs of the teachers while working closely with the site administrators. Together we were able to create many programs and reforms including the innovative attendance plan and a program which allows Granada to hire all of its own personnel. Together with a strong academic curriculum Granada has a very high student success rate.

I was elected as Social Studies Department Chair for 7 years. During this time, I worked with and helped train numerous new teachers. Additional activities included serving on the attendance appeals committee from its inception until my retirement in 2003, training numerous student teachers, conducting in-service classes and participation in the BTSA program at California State University, Northridge. Currently, I serve on the expulsion review committee at Granada Hills High School.

I strongly support the charter school concept and hope to bring my experience and expertise to the governance board.

Sincerely,


KENNETH G. HORWITZ

APPENDIX 14

Stephen W. Bourgouin

Objective

Member of the Granada Hills Charter High School Governing Board. A member of the Governing Board is responsible for implementation and oversight of the provisions of the GHCHS Charter Petition including areas such as:

- affirming or rejecting policy recommendations made by the Standing or ad hoc Committees established by the Governing Board
- evaluating the Executive Director
- strategic planning
- annual budget development and approval
- fiscal oversight
- selection, evaluation, and when necessary, termination of administrators and managers
- oversight in the hiring, evaluation, and when necessary termination of members of the faculty and staff
- school facilities and safety

Qualifications

Professional Educator for 29 years including classroom teaching experience and department and school leadership experience

Education

Moorpark College (A.A. History, 1974)

Cal State Northridge (B.A. History, 1977; Calif. Ryan Single Subject Credential Social Sciences, 1978)

Arizona State University (Graduate Studies in History)

Calif. Lutheran University (Graduate Studies in Education)

Relevant Experience

Social Studies teacher for 29 years

1978-1979- Hughes JHS (LAUSD)

1979-1980- Madison JHS (LAUSD)

1980-1994- Le Conte JHS (LAUSD)

1994-2003- Granada Hills HS (LAUSD)

2003- present - Granada Hills Charter High School

Other Experience

Social Studies Department Chair at Le Conte Middle School

School Leadership Council Co-Chair at Le Conte JHS and member at Granada Hills HS

Ad Hoc/Standing Committee Chair at Granada Hills Charter HS

Member of collective bargaining team at GHCHS

Master teacher for student teachers from Cal State Los Angeles and Cal State Northridge

APPENDIX 14

Patricia L. Mitchell R.N.

California Board of Registered Nursing
License No. 191299

Email – pmitchell@juno.com
bsn191299@aol.com

Education:

Ohio State University	B.S. in Nursing	1968
James Madison University	M.S. Ed. – Health Education	1977
California State Univ.- Fresno	12 Units	1985
California State Univ.- Northridge	Health Services Credential	1987

Professional Experience:

2003-Present	Granada Hills Charter High School Granada Hills, Ca.	School Nurse
1986 - 2003	Los Angeles Unified School District Los Angeles, Ca.	School Nurse – Elementary, Middle School – 5 years High School – 12 years
1981 – 1986	Sundale Union School District Tulare, Ca. California State University Fresno, Ca.	School Nurse
1976 – 1981	Eastern Mennonite College Harrisonburg, Virginia	Instructor – BS in Nursing Program
1974 – 1976	Central Ohio Technical College AD – Nursing Prog. - Newark, Ohio	Instructor – Pediatric/ Parent/Child Nursing
1972 – 1973	Bergen County Health Dept. Hackensack, New Jersey	Public Health Nurse
1970 – 1972	Alton Union School Dist. – Alton, Ill.	School Nurse
1969 – 1970	Grady Memorial Hosp, Atlanta Ga..	Pediatric staff nurse
1968 – 1969	UCLA Medical Center, Westwood, Ca.	Med/Surg. staff nurse

Professional Organizations:

- Los Angeles Council of School Nurses – member since 1986;
Membership Chairman – 1991 – 1996; Recording Secretary 1996 – 2000;
Area liaison – 2000- present; Nurses Scholarship Chairman – 2003 – present,
School Nurse of the Year – 2003.
- California School Nurse Organization/ National Association of School Nurses –
Member since 1994; CSNO - Southern Section Board Member at Large –
1996 – 2000; CSNO – Southern Section Recording Secretary – 2000 – 2002.
Scholarship Chairperson 2002 – 2005.

APPENDIX 14

Other Activities:

Granada Hills Charter High School - Governing Board Member - 2005-2007.

Granada Hills Charter High School - Student Services Committee Chairman
2003-2005.

Granada Hills High School - Crisis Team.

I helped to develop and implement an involved and thorough prevention, intervention and follow-up crisis program. I also have made presentations regarding this program to administrators, school nurses, support service personnel, teachers and a university psychology class. I was on KCLS, the LAUSD TV station, discussing the Granada Hills High School crisis plan.

Johnson + Johnson 'Live for Life' School Nurse program - attended Summer 1998
At Rutgers University - School of Alcohol and Drug studies.

Because I Love You - Parent support group; 1994 - present

participant; small group leader; and liaison with Granada Hills High School.

CPR Instructor - American Heart Association - 1982 - 1986; 2001- present
American Red Cross - 1986 - present

APPENDIX 14

Joan L. Lewis

EDUCATION

M.S. Degree in Educational Administration –1988
National University, Los Angeles, CA

Bachelors of Arts Degree – English, 1979
California State University, Northridge, CA

Associate of Arts Degree - 1971
Los Angeles Valley Community College, Van Nuys, CA

CREDENTIALS

Administrative Credential – Professional
California Lutheran University, Thousand Oaks, California

California Single Subject (Clear) – English and Health Science
Certificate – English As A Second Language
California State University, Northridge, California

PROFESSIONAL EXPERIENCE

2003 - Present	Administrative Director Granada Hills Charter High School
1994 - 2003	Assistant Principal Granada Hills High School – Los Angeles Unified School District Attendance, Discipline, Campus Safety
1985 - 1994	Teacher/Coordinator Granada Hills High School - Los Angeles Unified School District English, English As A Second Language, Health Coordinated Integration Programs, Impact, Tutoring, Teaching assistants, School Volunteers and other school programs.
1981 - 1985	Substitute Teacher - Grades 7 – 12 Los Angeles Unified School District
1980 - 1981	Student Teacher Monroe High School (LAUSD) English As A Second Language Lawrence Middle School (LAUSD) English
1978 - 1980	Instructional Aide Liggett Street Elementary School (LAUSD) Assisted non-English speakers in the acquisition of English
1972 - 1978	School Volunteer Dearborn Street Elementary School (LAUSD) PTSA Board, Advisory Council, Educational Planning Unit

APPENDIX 14

Elv Jaramillo

Experience:

Granada Hills Charter High School, Granada Hills, CA 2005 – Present

Network Manager

- Oversee the School's Technology Office and Supervise the School's Assistant Network Manager and support staff.
- Manage and supervise the day-to-day Support and activities of the Network Operations.
- Develop and help implement the School's LAN and WAN design.
- Research, Plan and Manage new technologies including wireless, server, laptop/desktop, switching, routing, network performance and reliability.
- Estimate project costs and prepare project plans.
- Work closely with the School's CFO and IT Director to formulate the School's Technology budget of over 1M each year.
- Oversee inventory of equipment, installation, design and modifications.
- Make recommendation for cost effective technology solutions.

Los Angeles Unified School District, Los Angeles, CA 2003 – 2005

Special Education Assistant

- Assisted and supported Resource and Special Ed. Teachers in their classroom.
- Helped students with learning disabilities with homework, class work, projects and research.
- Worked as a one-on-one to assist students with their day-to-day school work and activities.

Professional Highlights:

- While working at Granada Hills Charter High School I served two years as classified representative on the Operations Committee where it was our goal to maintain a safe and educationally-sound facility. While there, I helped worked on projects such as; the football renovation, bungalow additions and construction of a Technology Music Lab and Dance Studio.
- While working at Granada Hills Charter High School I have been a part of the Technology Committee where I helped improve the use of Technology as a tool and resource for all stakeholders. While being a part of this committee I helped manage the technology budget, implement technology solutions and implement the School's technology plan.
- In 2009 I was elected for a two year term on the school's Governing Board where I play a part in making School-wide policies and decisions which include; Fiscal oversight, Annual budget development and approval, School facilities and safety and Oversight in the hiring, evaluation, and when necessary termination of members of the faculty and staff.

Technical Proficiencies:

Cisco IOS – Cisco ASA – HP Procurve Switches – Microsoft Server 2003/2008 – Active Directory
Work Group Manager – Win XP, Vista, 7 – Mac OS 10.4-10.6 – Mac OS Server 10.4 – 10.6
HP LeftHand Storage – Tricene Wireless Solution – Hyper - V

APPENDIX 14

Gary Cooley

Objective

A challenging and rewarding position in top management with a growth oriented firm that offers diverse and creative job responsibilities with the opportunity for advancement.

Summary

Ability to gain account loyalty, with proven long-term partnerships with top companies. Forging bonds among a diverse group of people behind a common goal. Problem solver with ability to implement solutions.

Achievements

- Established a 38% national market share
- Grew company by 10% each year over a 15 year period
- Recognized as largest camper manufacturer in the Country

Employment History

Lance Camper Manufacturing Corporation, Lancaster, CA

National Sales Manager, 1992 - Present

Responsible for \$90M in annual sales. Duties include management of all sales personnel, product development, internal and external sales training, retail and wholesale programs, establishing dealer network, goal and budget planning.

Lance Camper Manufacturing Corporation, Pacoima, CA

Purchasing Manager, 1988 - 1992

Managed all aspects of the purchasing department. Negotiated contracts, set up inventory control systems, and managed receiving department.

Lance Camper Manufacturing Corporation, Pacoima, CA

Sales Manager, Store Manager, Clerk, 1982 -- 1988

Education

B.S. Marketing, Minor Finance, 1986
CSUN, Northridge, CA

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Grassada Hills High School, 1979
Notable: Graduated with Honors

Activities

President Highlanders Booster Club

Chapter Advisor Board Member CSUN Zeta Omicron chapter of Pi Kappa Alpha

KVIA National Show Committee Member

Parent

References

Upon Request

APPENDIX 15

GRANADA HILLS CHARTER HIGH SCHOOL

Administrative Team

Brian Bauer, Executive Director

Master's Degree in Education Administration and PhD in progress, University of California Los Angeles
Bachelor's Degree in English and Spanish, Yale University
Professional Educator since 1991

Walter Wallace, Chief Business Officer

Master of Business Administration, Western Michigan University
Bachelor's Degree, University of Tennessee
Professional in School Business since 1978

Chris Davis, Director of Special Education and Athletics

Master's Degree in Student Personnel Administration, Southern Illinois University
Bachelor's Degree from Southern Illinois University on a full NCAA Football scholarship
Professional educator since 1990

Connie Dunn, Director of Activities and Intervention

Master's Degree in Educational Administration, California Lutheran University
Bachelor's Degree in Education, Central Washington University
Professional Educator since 1977

Pat Givant, Director of Accountability and Technology

Master's Degree in Educational Technology, Pepperdine University
Bachelor's Degree in English, California State University Northridge
Professional Educator since 1972

Julia Howellman, Director of Counseling and Facilities

Master's Degree in Counseling and School Psychology, California State University Los Angeles
Bachelor's Degree in Anthropology, Southern Illinois University
Professional Educator since 1983

Joan Lewis, Director of Attendance and Discipline

Master's Degree in Educational Administration, National University
Bachelor's Degree in English and Health, California State University Northridge
Professional Educator since 1980

Dilmit Singh, Director of Instruction and Professional Development

Master's Degree in English and Counseling, PhD in Progress, California State University Northridge
Bachelor's Degree in English, India
Professional Educator since 1977

All resumes attached

APPENDIX 15

GRANADA HILLS CHARTER HIGH SCHOOL

EXECUTIVE DIRECTOR JOB DESCRIPTION

Required Qualifications:

- Bachelor's Degree
- Masters degree or equivalent
- Five years or more of public teaching experience
- Seven years or more of administrative experience, preferably serving charter schools and traditional public schools
- Current California Administrative Services credential
- Bilingual (preferred)

The Executive Director's/Principal's major areas of responsibility are:

Governance:

1. Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
2. Attending Board meetings, committee, and any other meetings relevant to directing the School.
3. Preparing (after consultation with the Board's chairperson) agendas for all Board meetings.
4. Providing reports to the Board on progress, programs, and problems of school operations.
5. Interpreting needs of the School to the Board and policies of the Board to the School and community.
6. Implementing policy and philosophical directions established by the Board.
7. Developing and implementing short and long-range planning.
8. Communicating information regarding all potential litigation and political or operational challenges facing the Charter School to the Board.
9. Assisting the Board with maintaining non-profit corporation paperwork and responsibilities.

Community:

1. Serving as liaison between the Charter School and sponsoring District and developing strong positive relationships with District staff which includes timely communication.
2. Ensuring timely submission of reports to the District and state officials.
3. Developing and implementing successful recruitment and enrollment plan.
4. Informing and enlisting the support and understanding of the public and marketing of school programs.
5. Responding to complaints and concerns of parents and other community members in a timely and effective manner and in accordance with Board policy.
6. Responding to media requests for information.
7. Interpreting educational programs and their results to the community.
8. Overseeing all aspects of admissions inquiries and ensure timely assignment of new teachers to students.
9. Creating bi-periodic information updates, as needed.
10. Maintaining relationships beneficial to the School with local and state public leaders, including those in the forefront of the charter school movement.

Operations:

1. Overseeing acquisition, safety and use of the school site and related facilities.
2. Acquiring renewal of the charter in a timely manner.
3. Developing, implementing and enforcing school policies.
4. Supervising the student discipline system and parent/student conferences.
5. Overseeing all legal issues related to operations of the Charter School.

APPENDIX 15

6. Developing and monitoring the School budget.
7. Entering into and terminating contracts on behalf of the Charter School per Board policy guidelines.
8. Creating a school calendar for Board approval.
9. Conferring with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems.
10. Planning, organizing, and implementing a school-wide program for the supervision and control of pupils.

Personnel:

1. Determining instructional staffing needs and appointment of instructional staff as necessary with Board approval.
2. Assigning, transferring, promoting and disciplining of certificated and classified staff; delegating and defining duties of certificated and classified staff with Board approval.
3. Identifying, providing, assigning, and coordinating in-service professional growth opportunities for certificated school personnel.
4. Responding to complaints and concerns of staff in a timely and effective manner and in accordance with Board policy.
5. Negotiating with the applicable certificated and/or classified employee exclusive representative on behalf of the Board and in accordance with Board directives.

Educational Program and Students:

1. Ensuring all documents, student files, policies, and procedures are in full compliance with applicable laws and regulations.
2. Implementing all Board policies regarding the educational program.
3. Implementing school policies on suspension and expulsion.
4. Providing leadership to the instructional program, including the development of curricular experiments, pilot programs, and innovative instruction.
5. Developing of student interventions and school improvement plan.
6. Responsible for visiting classrooms, conferring with teachers, providing leadership in curriculum improvement, and assisting in the selection and use of instructional materials.
7. Identifying, monitoring and ensuring support is provided for applicable student groups, including special education and low performing students.
8. Interpreting student assessment data to develop specific intervention and support mechanisms for low performing students throughout the year.
9. Developing instructional and curricular strategies to support students' needs.
10. Planning for the most effective use of materials, supplies, equipment, facilities, and grounds.
11. Directing the implementation of the school curriculum.
12. Evaluating instructional techniques.
13. Supervising the school's special services program(s) including special education.
14. Remaining knowledgeable about current educational trends as well as charter specific laws and regulations and changes to legislation.
15. Developing of master schedule planning with teachers.
16. Developing and implementing Charter School Day Classes and all other on-site programs.
17. Providing instructional resources and curricular assistance for classroom instruction.
18. Researching, identifying, and modeling best educational practices through in the classrooms.
19. Encouraging the integration of technology in daily instruction.
20. Monitoring effectiveness of classroom and independent instruction, curriculum, management, environment, and interventions.
21. Conducting objective daily observation of instructional practices and student learning in classrooms and provide follow-up feedback to all teachers as their support and coach.

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The qualified candidate will demonstrate:

Knowledge of:

- Comprehensive organization, activities, goals and objectives of a California public charter school.
- Applicable sections of the State Education Code and other laws/regulations relevant to charter school operations.
- State and local curriculum requirements.
- Charter School Board policies, procedures, and regulations.
- Principles and practices of administration, supervision, and training.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Operate standard office equipment including computers, and all related software applications including excel, word, outlook calendar, and all e-mail functions.
- Communicate effectively orally and in writing.
- Establish and maintain effective working relationships with others.
- Lead the implementation of research-based teaching practices and to coach teachers in the implementation of strategies which lead to improvement of instruction.
- Possess the skill and insight to analyze school achievement data and lead the staff in constantly studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement.
- Build capacity by formulating, leading, and evaluating the effectiveness of professional development based upon classroom observations.
- Manage site budgets and other resources in support of the instructional goals of the site.
- Plan and organize work; meet schedules and timelines; maintain records.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.

bbauer@ghchs.com**Experience**

2003-Present	Executive Director - Granada Hills Charter High School Responsibilities include supervision of all instructional, operational and financial programs that involve almost 4200 students, over 180 teachers and 150 classified employees, and nearly \$35 million in revenue.
2006-Present	Executive Coach - California Charter Schools Association Responsibilities include providing support to multiple charter schools – start-up and conversion – across the state in all aspects of school program - instruction, budget and finance, and operations.
2000-2003	Principal - Granada Hills High School Responsibilities included day-to-day supervision of instructional program and operations of a large, comprehensive single track public high school.
1999-2000	Assistant Principal, Instruction - Franklin High School, Los Angeles Responsibilities included accreditation, school-wide action plan, staff development, school-wide reading program, beginning and mentor teacher programs, English 9 Academy, MTA Transportation Academy, coordinator of staff evaluations, testing, gifted and talented program, Advanced Placement program, budgets, textbooks, clerical staff, parents and community programs, senior class, and graduation.
1998-1999	Assistant Principal, Student Services - Locke High School, Los Angeles Responsibilities included management of attendance office policies and personnel, student discipline, school operations, and student intervention program.
1991-1996	Teacher - Manual Arts High School and Bell High School, Los Angeles Courses taught: ESL, Spanish, LAFL, and English. Responsibilities included ESL department chair, IMPACT coordinator, senior class sponsor, attendance coordinator, and SISM Council.

Other Experience

Summer 2007	Fullbright Scholar in Brazil under the auspices of U.S. State Department and Brazilian Ministry of Education, assigned to work with personnel in three Brazilian states on educational leadership project.
2005 - Present	President, Los Angeles County Special Education Improvement Authority , a Joint Powers Authority comprised of some of the leading charter schools in Los Angeles, including Vaughn, Fenton, Green Dot, PUNC, and Alliance charter schools, seeking a new and reformed governance and service delivery model within existing or new SELPAs.
1996-1998	Fullbright Scholar - Bogota, Colombia Assigned to World Bank, Colombian Ministry of Education and Colegio San Bartolomé, La Merced.

Education

Ph.D. - Present	University of California at Los Angeles	Education: Policy Analysis
M.A. - 1996	California State University, Dominguez Hills	Education Administration
B.A. - 1991	Yale University Summa Cum Laude; Phi Beta Kappa; Editor: Yale Daily News; Tennis	Spanish with an English minor

Membership/Borads

- ACCS - California State Board of Education Advisory Commission on Charter Schools: 2008-present; Chair 2014-present
- Chair, Los Angeles Special Education Improvement Authority, 2004-present. Group of leading LA Charter Schools representing over 30,000 students seeking to improve SpEd service quality and governance options for Charter Schools.
- CASIO - California Association of School Business Officials
- CCSA - California Charter Schools Association's Member Council: 2010-present
- EdEd - Excellence in Education (Board Member)
- Los Angeles Chamber of Commerce
- VICA - Valley Industry and Commerce Association

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GRANADA HILLS CHARTER HIGH SCHOOL

Chief Business Officer Job Description: Under the direction of the Executive Director, the Chief Business Officer will work on the school site to supervise business, operational, and financial school affairs. The Chief Business Officer oversees budget and accounting, facilities management, maintenance and operations, food services, transportation, and payroll and personnel.

Typical Duties and Responsibilities:

- Performs the initial infrastructure set-up of fiscal controls and procedures, and on an on-going basis supervises purchasing, accounting/finance, human resources, and funding and compliance.
- Serves as the liaison between the School and various local, state and federal government agencies such as LACOE, RDO, IRS, CDE, and LAUSD.
- Prepares and monitors annual budget including estimated revenues and expenditures.
- Responsible for certifying and processing transactions (fund control, disbursements, receivables, loans, and receipts), establishing financial management systems, preparing financial statements, and ensuring compliance with financial management laws and regulations.
- Responsible for reviewing the process of salary payments for all school employees and performing other duties related to payroll. Responsible for the coordination and implementation of the various employee benefits programs offered by the schools such as retirement and health benefit administration.
- Supervises the collection, compilation, and preparation of attendance and enrollment information submitted to sponsoring LEAs and other interested agencies. Authorizes the submission of all categorical funding applications, compliance, and fiscal reports on behalf of the school to the appropriate government agency.
- Organizes, administers, and supervises support services (maintenance and operations, transportation, food services, payroll, purchasing, classified personnel)
- Responsible for risk management, including legal and environmental issues.
- Serves as the investment manager.

ENTRANCE QUALIFICATIONS

- CPA or MBA or Managerial Experience in a School District with concentration in accounting, finance, business administration or related field.
- Knowledge of budgetary, accounting, and fiscal procedures, policies and methods of public schools, public finance administration, and business and school law.
- Demonstrated ability to formulate plans and policies and analyze and make sound recommendations on complex problems.
- Demonstrated ability to plan, organize, and direct staff and initiate and maintain effective and cooperative relationships with stakeholders.
- Demonstrated organizational, communication and interpersonal skills.
- Skills in PC type desktop computer with various software programs including Microsoft Office.
- Interest and commitment to education reform.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

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WALTER R. WALLACE

SUMMARY OF

QUALIFICATIONS

Chief Business Official with thirty years of experience in all areas of school district, charter school, and county office of education business operations, fund accounting, and financial management.

EXPERIENCE

2003 - present

CHIEF BUSINESS OFFICER

Granada Hills Charter High School (9-12; 4,157) Granada Hills, California

Direct the business operations of the largest charter school in the nation with an operating budget of \$32 million. Guided business development in the school's transition from district high school to independent school. Responsible for all business activities, including budget, accounting, financial reporting, banking and investments, and insurance in supporting the mission of the school.

2002 - 2003

ADMINISTRATOR, SCHOOL FISCAL SERVICES

Solano County Office of Education, Fairfield, California

Managed Internal Business Services, including accounting, budget, payroll/employee benefits, and financial reporting. Previously, managed the External Business Services and Auditor-Controller activities for six unified school districts, a community college, and the county office of education. Greatly improved relationships with local district business officials. Improved training and skills of current staff to prepare for financial system conversion.

2000 - 2002

ASSISTANT SUPERINTENDENT, ADMINISTRATIVE SERVICES

Albany Unified School District (K-12 3,000), Albany, California

As Chief Business Official, directed the business operations of the District with emphasis on construction of a new high school, implementation of budget development and long-range planning, settlement of contract renewals with two employee units and completion through the fact finding process for a third unit, improved support to site administrators, and improved financial reporting to the Board and community.

1998 - 2000

DIRECTOR, INTERNAL BUSINESS

San Bernardino County Office of Education, San Bernardino, California

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	Directed the internal fiscal operation of this intermediate educational unit with emphasis on budget development and monitoring, external contracts, payroll, accounting, accounts receivable and payable, risk management, and development of fiscal policy and procedures. Represented the County Office as JPA board member and member of the Executive Committee.
1997- 1998	DIRECTOR, FISCAL SERVICES San Bernardino City USD (K-12 47,000), San Bernardino, California Directed the fiscal operation of the district with emphasis on budget development and monitoring, position control, development of fiscal policy and procedures, reimbursement of mandated costs, accounts receivable and revenue control, special education (SRIP) finance, long range forecasting.
1993 - 1997	MANAGER FISCAL SERVICES Chino Valley Unified School District (K-12 30,000), Chino, California Directed the fiscal operation of the district, including budget development, accounting, payroll, fringe benefits, accounts payable, attendance accounting, and financial reporting.
1991 - 1993	DIRECTOR OF ACCOUNTING Western University of Health Sciences, Pomona, California Directed the accounting operations of this medical school, including accounts payable, student billing, payroll, financial reporting, and computer support.
1990 - 1991	DIRECTOR OF BUSINESS Affton School District (K-12 2,500), St. Louis County, Missouri As Chief Business Official, directed the business operations of the District, including budget development and long-range planning, accounting, financial reporting, payroll, insurance, data processing, negotiations, and purchasing. Administered food service, transportation, and maintenance and operations.
1985 - 1990	EXECUTIVE DIRECTOR, BUDGET St. Louis Public Schools (K-12 45,000), St. Louis, Missouri Developed, monitored, and controlled operating, capital, and special revenue budgets in excess of \$420 million. Coordinated research, analyses, and projections. Directed in-service training and staff development of other operating and instructional personnel in budget planning and implementation.

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1978 - 1985	<u>ASSISTANT BUSINESS MANAGER</u> Battle Creek Public Schools (K-12 10,000), Battle Creek, Michigan Prepared budgets, cash forecasts, and financial reports for all state and federally funded programs. Managed school feeding program. Directed self-funded unemployment and worker's compensation programs.
1977 - 1978	<u>ASSISTANT FINANCE DIRECTOR</u> Community Action Agency of South Central Michigan, Battle Creek.
1974 - 1976	<u>RESEARCH TECHNOLOGIST</u> General Foods Corporation, Battle Creek, Michigan
1970 - 1974	<u>ACCOUNTING SPECIALIST</u> U. S. Air Force
<u>EDUCATION</u>	Master of Business Administration, Western Michigan University, Kalamazoo Bachelor of Science, University of Tennessee, Knoxville
<u>PROFESSIONAL AFFILIATION</u>	
2003 - present	CALIFORNIA CHARTER SCHOOLS ASSOCIATION Workshop presenter; Member, Board of Directors, CCSA Insurance JPA; Chair, Board of Directors, Employee Welfare Benefit Trust.
2007 - Present 1979 - 1991	ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, INTERNATIONAL Member, R&D Committee, Workshop Presenter. Registered School Business Official.
1990 - 2008	CALIFORNIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS Regional Director, R&D Committee Chair, Workshop Presenter
1998 - 2000 and 2002 - 2003	CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION (CCSEA) Committee member and chair.
1998 - 2000	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS ASSOCIATION (SCSEBA) - a health benefits JPA Board member representing San Bernardino County Office of Education; vice-president and member of the Executive Committee

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GRANADA HILLS CHARTER HIGH SCHOOL

Administrative Director Job Description: Will possess leadership abilities, a comprehensive educational vision that is consistent with the school's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business and legal experience.

Typical Duties and Responsibilities:

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and ensures that instructional programs and courses are implemented consistent with the State standards.
- Organizes and coordinates professional development activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration.
- May supervise maintenance staff to ensure a clean and well maintained campus and encourage energy conservation measures.
- Maintains professional standards and a school environment that is productive, safe and focused.
- Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- Maintain an up-to-date system of student attendance and discipline.
- Submit all reports required by the State, authorizer or other regulatory agency.
- Evaluate the general condition and needs of the physical plant.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- Carry out and supervise disciplinary consequences for students who violate student code of conduct.
- Assume responsibility for security and pupil safety within the school campus. Develop procedures designed to protect and enhance safety of students and staff and to promote the security of property and equipment.
- Coordinate the school's extra-curricular activities.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Maintains work hours extending beyond the school day for other professional duties or functions.

ENTRANCE QUALIFICATIONS

- Master's Degree in educational leadership, public administration or related field
- California Administrative Services Credential
- Teaching Credential
- Minimum of five years teaching experience (at least 2 years at a middle/senior high school, grades 6-12. At least one year of verifiable experience must have been in a non-classroom leadership position such as coordinator, instructional coach, dean, etc.)

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

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Charlie Davis

Summary of Qualifications

- Highly effective communicator with specific focus on conflict resolution
- Significant experience in administration of Special Education policies and procedures
- Proven track record in administering athletic programs and managing CIF Regulations
- Excel at interfacing with others at all levels to ensure organizational goals are attained

Education

- 2003 - 2004 National University
 - Administrative Credential
- 1990 - 2000 California State University, Northridge
 - Credential in Secondary Education
 - Credential in Special Education with Resource Specialist Certification
- 1969 - 1977 Southern Illinois University, Carbondale
 - Master of Science in Personnel Administration, College of Higher Education
 - Bachelor of Science in Secondary Education

Experience

- 2003 - present Administrative Director of Special Education and Athletics; Granada Hills Charter High School
 - Responsible for all aspects of hiring, evaluating, and terminating personnel in both departments (approximately sixty-seven full and part-time staff)
 - Successful oversight and application of all State, Federal, and local district regulations and protocols as relates to the Special Education Program
 - Instrumental in compiling and analyzing data to enhance best practices in the classroom and address areas that need improvement
 - Significantly increased CST Scores eighty-two points over the past four years
 - Instituted the 3Rs program to educate students and parents regarding issues of hazing, bullying, fighting, drug use, stealing, and vandalism; Respect Yourself, Respect Others, Respect Your School
 - Responsible for providing and overseeing professional development for teachers and support staff
 - Assisted in the capital improvement project / renovation of football stadium and track
 - Work closely with the GHCHS Highlander's Booster Association as administrative liaison
 - Facilitated the integration of Health Instruction into the PE Curriculum
- 2000 - 2003 Department Chair and Resource Teacher, Special Education; Granada Hills Charter High School
 - Carried a case load of thirty Special Needs students
 - Created IEPs and assessed students
 - Collaborated with General Education instructors, monitored classroom behavior, and benchmark curricular standards

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- 1990 – 2000 Master Teacher; Dubnoff Center, North Hollywood, CA.
- Private school specializing in Child Development and Educational Therapy for at-risk youth
 - Developed curriculum for SDD high school students including CBT and academic instruction
 - Created IEPs and assessed students with special needs
- 1986 – 1988 Actor In Television and Film
- Acting Instructor (various locations)
 - Credits include: NYPD Blue; Who's the Boss; Beauty and the Beast
- 1984 – 1986 Assistant Executive Director; United States Olympic Ski Team, Park City, UT
- Administered fund raising efforts
 - Successfully managed \$4MM budget
 - Office Operations manager for nineteen support personnel
 - Responsible for enforcing athletes' corporate sponsorship contracts
- 1977 – 1984 Personnel Representative; Salt Lake City Corporation, Salt Lake City, UT
- Managed personnel needs for city departments; Mayor's Office, fire, police, public works, engineering, building and development
 - Responsible for Training and Development for mid-management, including Personnel Procedures and Practices, Conflict Resolution, Customer Service, Issue Resolution
 - Designed and evaluated job descriptions
 - Performed job audits
 - Participated with corporate restructuring team
-

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Constance Warner Dunn

Areas of Knowledge and Expertise

- Special Education: LD, RST, ED
- Intervention, Assessment, and Referral Systems
- Design and Implement Training Models and Curriculum
- Grant Data Collection, Interpretation, and Compliance
- Violence Prevention and Intervention
- Substance Abuse Prevention and Intervention

Education and Credentials

California Lutheran University
Master of Arts, Educational Administration
Specialization: Cross-Cultural Language

University of Southern California
Resource Specialist Credential, Clear

California State University Northridge
Learning Handicapped, Specialist Credential
Fine Arts Teaching Minor

California State University Los Angeles
Standard Secondary Teaching Credential, Life

Central Washington State University
Bachelor of Arts in Education

Positions Held

- 2009-present Director of Intervention
Granada Hills Charter High School
- 2001-2009 Principal
Kirk Douglas Continuation High School
- 2000-2001 Career and Transition Services Advisor
Office of Educational Technology, LAUSD
- 1991-2000 Advisor: Health/Drug, Alcohol and Tobacco Education
Office of Instruction, LAUSD
- 1989-1991 Resource Specialist, Student Assistance Coordinator
Chatsworth High School, LAUSD
- 1978-1989 Special Education Teacher, Reading Coordinator,
"Open Road" Advisor, Leadership Teacher and Advisor
Van Nuys High School, LAUSD
- 1968-1974 Instructor: Child Health & Nutrition, Child Growth &
Development, Early Childhood Education
Los Angeles City College

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PATRICIA L. GIVANT
Granada Hills, CA 91344
pgivant@ghch.sch.k12.ca.us

EDUCATIONAL BACKGROUND

California Professional Administrative Credential, National University, 2000
M.A. Education, Instructional Technology emphasis, Pepperdine University, 1998
SB 1969 SDAIE Certification, 1997
Standard Secondary Life Credential (English/French), California State University Northridge, 1972
B.A. English, San Fernando Valley State College, 1969

PROFESSIONAL EXPERIENCE

Granada Hills Charter High School, 2003-Present

Administrative Director of Accountability and Technology

- Supervise Visual and Performing Arts, Career Technical Education, English and Science departments, evaluate instruction and hire credentialed teachers
- Supervise Technology Planning Committee and Tech Department staff, write and implement school technology plan and budget, supervise purchasing and implementation of classroom and campus instructional technology, and ERATE application and vendor interface
- Implement and monitor WASC accreditation process, self-study, school report and the school Action Plan, and document school activities related to the Plan
- Document and monitor state and federal mandates and school performance accountability measures, grants, budgets and categorical programs
- Supervise and implement state testing, maintain and analyze school data, support culture of school wide data-driven decision making, and prepare the school accountability report card and performance accountability matrix
- Supervise certificated and classified personnel and programs for Library Media Center, Reprographics Center, Testing Office, Academic Programs Office, school Yearbook, cable broadcast and student newspaper, Robotics, Science Bowl, and New Media Academy
- Serve on the school Leadership Team and Curriculum and Instruction standing committee, and report to the Governing Board
- Supervise Summer School and the Summer Transition Academy
- Organize school wide student and staff motivational events

Granada Hills High School, LAUSD

Assistant Principal, 2002-2003

Magnet Coordinator, 1997-2002

English Teacher, 1993-1997

Digital High School Coordinator

George K. Porter Middle School Gifted Magnet, LAUSD

English/French Teacher, 1984-1993

School Improvement Coordinator, Magnet Advisor, ELATE Coordinator, CJSF Advisor

James Madison Middle School, LAUSD

English Teacher, 1972-1984

Gifted Coordinator, Title IX Coordinator, Core Humanities Program Coordinator

Del Rio High School, Del Rio, Texas

English Teacher, 1970-71

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Julia Howellmann

MAJOR SKILLS

- Effective Speaker and Presenter
- Excellent Organizational Skills
- Crisis Management and Conflict Resolution Skills
- Collaborative Leadership Style
- Ability to Implement Innovative Programs
- Creative Problem Solver

EDUCATION

Master's Degree of Science California State University, Los Angeles, California
School Counseling and School Psychology

Bachelor Degree of Science Southern Illinois University, Edwardsville, Illinois
Major: Anthropology/History

CREDENTIALS

California Professional Clear Administrative Services Credential
California Clear Pupil Personnel Services and Social Credential
California Clear Single Subject Teaching Credential: Social Science
California Clear Cross-Cultural, Language and Academic Development Certificate

POSITIONS HELD

08/09-Present Administrative Director - Guidance Counseling and Facilities, Granada Hills Charter High School
04/05 - 08/09 Administrative Director - Activities, Facilities and Intervention, Granada Hills Charter High School
12/03 - 04/05 Assistant Principal - Counseling Services, Granada Hills High School/Charter High School
01/95 - 12/95 Student Information Systems Coordinator, Manual Arts High School
1993 - 1995 Counselor - Grades 9-12, Manual Arts High School
1987 - 1992 Teacher - History, Anthropology, Modern Civilization, Cateyes High School
1986 - 1987 Teacher - Math and English, Sierra Vista Jr. High School

GRANADA HILLS CHARTER HIGH SCHOOL

2005 - Present

ADMINISTRATIVE DIRECTOR

CURRENT DUTIES AND RESPONSIBILITIES: Supervision of Comprehensive Guidance Program and Facility Programs

Supervision of Instruction
Teacher evaluations
Classified evaluations
Leadership Team
Supervision of Counseling Services
Master Schedule
School Data System
Summer Programs
Electronic Roll Books and Report Cards

Nursing and Mental Health Services
Guidance, college/career advisement, scholarships
Student records
CALPADS reporting
Supervision of Facilities
LAUSD facilities project coordination
GHCIS facilities project supervision
Custodial program supervision and coordination

PREVIOUS DUTIES AND RESPONSIBILITIES: Supervision of Instruction, Activities, Intervention, Facilities

Supervision of Instruction
Teacher evaluations
Classified evaluations
Leadership Team
Supervision of Activities
School calendar, permits and leases
Co-curricular activities and clubs
Student Government (ASB)
School web site
Alumni Services
Parent Newsletter
Teleparent phone system
Supervision of Intervention

Summer Transition Program for incoming students
Comprehensive Tutoring Program
Saturday School
CAHSEE Intervention and Support
Valenzuela Compliance
Title One Programs and Compliance
Administrator, Student Services Committee
Independent Study Program
After School Youth Policy Institute (RSYI) Program
Supervision of Facilities
LAUSD facilities project coordination
GHCIS facilities project supervision
Custodial program supervision and coordination

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Julia Howlman

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ACHIEVEMENT HIGHLIGHTS in collaboration with all stakeholders

- Developed comprehensive guidance program
- Implemented new data system to facilitate better data management, attendance taking, parent communication and state reporting
- Coordinated state CRED and CALPAD state reporting
- Developed NCLB plan for teacher supervision upon charter conversion
- Created an Advanced Placement Guidance packet and launched a parent/student informational "Advanced Placement Night" to increase student access to AP classes
- Created an articulation program for parents of 9th grade GHCHS-bound students to improve parent outreach
- Put into practice a rigorous academic curriculum for 9th grade students to prepare them for college prep work
- Enhanced the role of the comprehensive crisis management team to address the needs of the whole child
- Developed a comprehensive counseling handbook to improve new counselor job performance
- Collaborated with teachers to mainstream resource students into all regular education classes, improving special education graduation rate
- Developed comprehensive Saturday school program for struggling students
- Developed and implemented an Independent Study program
- Developed and implemented a comprehensive Summer Transition Academy for all incoming ninth grade students
- Worked with PAR Panel to help struggling teachers
- Implemented school web-based calendaring program
- Implemented a comprehensive communication system including web-site and parent/alumni email systems
- Implemented a new, economical and team-based cleaning system
- Implemented a long term GREEN facilities plan
- Implemented school-wide recycling program with the City of Los Angeles

ASSISTANT PRINCIPAL, GRANADA HILLS (CHARTER) HIGH SCHOOL

1995 – 1998

DUTIES AND RESPONSIBILITIES: Supervision of Counseling Services, Special Education, Instruction

Supervision of Counseling Services

- Master Schedule
- School Data System
- Summer School
- Electronic Roll Books and Report Cards
- Edjoin Administrator
- NCLB Teacher Credentialing and verification
- Budget management and planning for Counseling Services
- Bilingual/ESL Master Plan
- Guidance, college/career advisement, scholarships
- Student records
- Graduation

Supervision of Special Education

- Implementation of FAPE
- PI, SDA
- Sp. Ed. Assistants
- Sp. Ed. Staff Development
- Supervision of Instruction
- Teacher evaluations
- Counselor evaluations
- Clerical evaluations
- School wide testing
- Administrator, Curriculum and Instruction Committee
- Teacher recruitment and hiring
- HTSA – University of Santa Cruz

OTHER PROFESSIONAL EXPERIENCE

Student Data Coordinator, Manual Arts High School

1995

- Established daily schedules, operational procedures, and school procedures for use of the computer SIS system
- Worked in conjunction with other administrative staff to establish and monitor attendance and enrollment processes
- Designed and supervised the grade reporting periods' policies and procedures
- Prepared and verified Norm Day, statistical and classification reports
- Completed fall surveys, bilingual surveys and other reports as required
- Acted as field level troubleshooter working with SIS support
- Used student scheduler to plan master schedule and schedule students into classes
- Worked with administrator to effect master schedule changes
- Trained operators and other staff members to use the SIS system
- Collaborated with Principal and Coordinator of Special Projects on expansion of system

Counselor/grades 9-12, Manual Arts High School

1990 – 1995

- Scheduled, counseled and assisted in academic planning for ESL, LEP, college-bound and Trade-Tech students
- Generated computer schedules and reports for all counselors
- Assessed and referred services for at-risk students
- Conducted parent/student counseling
- Provided personal and group counseling sessions
- Organized cumulative records and graduation checks

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Juliin Howellman

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Teacher, Canyon High School

1987 – 1993
• Designed and implemented district wide Modern World Civilization curriculum for both college prep and LEP classes

• Teacher World History (all levels), Anthropology, U.S. History (all levels), Remedial English and Math

• Designed and implemented new Anthropology curriculum

• Master teacher trainer through CSUN

• Department Chair, Social Studies

• Cheerleader Advisor

• T.I.M.E. Club Advisor – Conducted group and student seminars on prejudice reduction

• Teacher Power Trainer – Instructed new district teachers in cultural awareness and classroom sensitivity

Teacher, Sierra Vista Jr. High School

1986 – 1987

• Teacher- English and Math

• Worked with remedial students

RELATED EXPERIENCES

2007 – 2009 Presenter, California Charter Schools Association Conference, "Summer Transition Academy"

1990 – 2003 Executive Board, Assistant Principal Secondary Counseling Organization. Offices held: President, Vice President, President-elect and Treasurer

2001 – 2003 Member, LAUSD Health and Human Services Strategic Planning Committee

2001 – 2003 Member, LAUSD District Counseling Task Force Committee

1999 & 2001 Presenter, California League of High Schools, "Launching 9th Graders to Success"

1989 – 1996 Facilitator for World of Difference Institute, Santa Monica, CA

PROFESSIONAL AFFILIATIONS

American School Counselor Association

Association of California School Administrators

SPECIAL INTERESTS

1990-2003 Volunteer, Harriet Bohai Family Law Center, Winner of Distinguished Service Award.

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Joan L. Lewis

E-Mail: jlLewis@ghchs.com

EDUCATION

M.S. Degree in Educational Administration – 1983
National University, Los Angeles, CA

Bachelors of Arts Degree – English, 1979
California State University, Northridge, CA

Associate of Arts Degree - 1971
Los Angeles Valley Community College, Van Nuys, CA

CREDENTIALS

Administrative Credential – Professional
California Lutheran University, Thousand Oaks, California

California Single Subject (Clear) – English and Health Science
Certificate – English As A Second Language
California State University, Northridge, California

PROFESSIONAL EXPERIENCE

2003 - Present	Administrative Director Granada Hills Charter High School
1994 - 2003	Assistant Principal Granada Hills High School – Los Angeles Unified School District Attendance, Discipline, Campus Safety
1985 - 1994	Teacher/Coordinator Granada Hills High School - Los Angeles Unified School District English, English As A Second Language, Health Coordinated Integration Programs, Impact, Tutoring, Teaching assistants, School Volunteers and other school programs
1981 - 1985	Substitute Teacher - Grades 7 – 12 Los Angeles Unified School District
1980 - 1981	Student Teacher Monroe High School (LAUSD) English As A Second Language Lawrence Middle School (LAUSD) English
1978 - 1980	Instructional Aide Liggett Street Elementary School (LAUSD) Assisted non-English speakers in the acquisition of English
1972 - 1978	School Volunteer Dearborn Street Elementary School (LAUSD) PTSA Board, Advisory Council, Educational Planning Unit

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Dilmit Singh
Granada Hills, CA 91344
dsingh@ghchs.com

Education

- Ed.D. (2008) in progress
- Administrative Clear Credential (2008)
- National Board Certification (2000)
- Master of Science, Educational Psychology and Counseling, California State University, Northridge, 1995
- Professional Clear Teaching Credential (Single Subject-English) California State University, Northridge, 1993
- Language Development Specialist (LDS or CLAD) 1993
- Master of Arts, English, Punjab University, India 1979
- Bachelor of Education, Isabella Theoburn College, India 1976
- Bachelor of Arts, English, St. Bede's College, India 1973

Work Experience

Granada Hills High School, Granada Hills, CA, 1992 to present

Director of Instruction and Professional Development since 2006

Oversee, facilitate and support the school's instruction and curriculum program and teacher professional development.

Responsible for

- supervising large departments
- hiring and recruiting new teachers
- providing mentorship of new teachers
- the BTSA program
- working with parent groups
- working with universities for placement of student teachers
- Supervision of personnel and campus programs
- Evaluation of personnel
- Planning, publishing, and updating of handbooks and course catalogs
- Working with school curriculum and instruction committee to create policy
- textbook adoption, distribution and collection
- summer programs for 9th grade transition academy
- teacher professional development in professional learning communities

Classroom Teacher 1990 -2005

English Learners Program Coordinator

EL Department Chair

California League of High Schools Educator of the Year; CATESOL's Educator of the Year

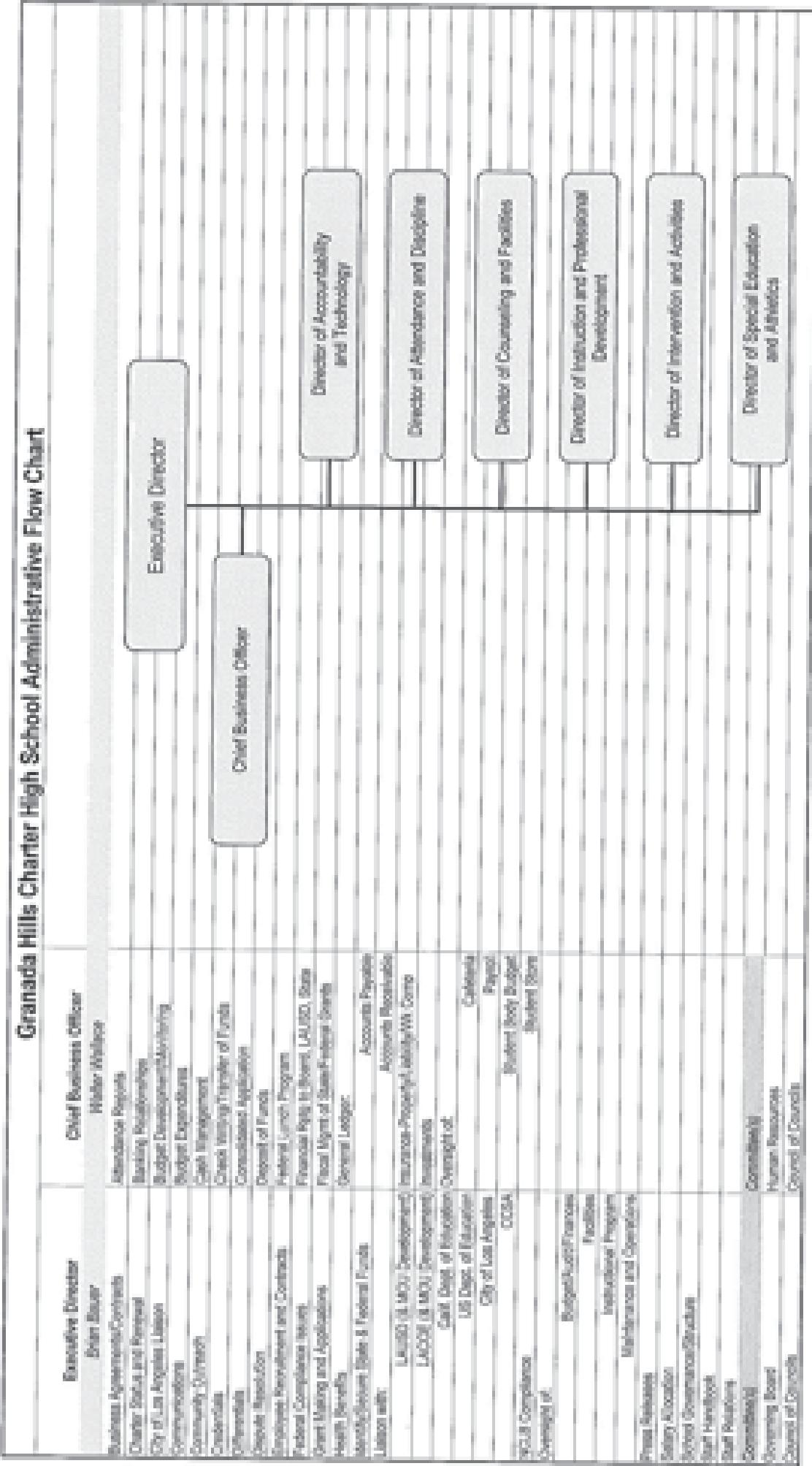
California State University, Northridge Adjunct Instructor – Secondary Ed. 2002 - 2005

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Granada Hills Charter High School Administrative Flow Chart				Rev. 8/2010
Director of Counseling and Facilities <i>John Heschmer</i>	Director of Special Education and Athletics <i>Chris Berlin</i>	Director of Accountability and Technology <i>Ari Sclar</i>	Center of Instructional and Activities <i>Connie Dunn</i>	Director of Instruction and Discipline <i>Jean Lewis</i>
Academic Counselor	Business Department	Business Department	After School Programs AKA Alumni	Attendance & Spanish Committee
Academic Programs	Categorical Programs	Categorical Programs	Attendance Policy	Attendance Policy
Admission Request	Book Analysis	Book Analysis	Attendance Policy	Attendance Policy
Admission	Classmate Counts	Classmate Counts	Attendance Policy	Attendance Policy
Admission Records	Concilia	Concilia	Attendance Policy	Attendance Policy
Advisees and Friends	Humanities/Arts/Media Learning	Humanities/Arts/Media Learning	Attendance Policy	Attendance Policy
CHSCHC Events	O-Days	O-Days	Foreign Exchange Students	Foreign Exchange Students
Chaperone Bag Requirements	Information	Information	Gift Policy	Gift Policy
Campus Care Systems	DH/USA Plan	DH/USA Plan	Hill House	Hill House
Career Center (Now College Counseling and Services)	Second Degree University Media Center	Second Degree University Media Center	Homeroom Information	Homeroom Information
College Counseling and Services	Video Parent orientation	Video Parent orientation	Local	Local
Guided Programs	Cross-cultural Training Recognition	Cross-cultural Training Recognition	MTA	MTA
Health Office Nurse & School Health	Retention	Retention	PFTA	PFTA
Labor Relations	School Accountability Report Card	School Accountability Report Card	Registration/Check Out	Registration/Check Out
Non-Public Schools Assess.	Self Study MASTC, Cambridge	Self Study MASTC, Cambridge	School Police Law Enf. Licenses	School Police Law Enf. Licenses
Parent Counselor	Psychological Services	Science Test	School Safety Plan	School Safety Plan
Parent Services/Child Development Center	Psychological Services	STEM Academy	Social Management	Social Management
Parent Counselor	Psychological Services	Technology Academy	Students at Student Behavior	Students at Student Behavior
Parent Schools	Records M	Technology Academy	Faculty	Student Teachers
Social Programs	Sensor Initiatives	Training	Supplementary Opportunity Teacher	Supplementary Opportunity Teacher
Sudent 2nd Year Team (S2T)	Transition	Video Games	Transportation	Transportation
Sudent Support Groups	Transfers	Transfers	Volunteer	Volunteer
Summer School Programs	Tutoring	Tutoring	Working Program Team	Working Program Team
Technology Support/ASAP	Virtual Learning	Virtual Learning	Year-Round Program	Year-Round Program
Departments				Departments
World Languages and Culture	Physical Education	Social Studies	Departments	Departments
	Social Education	Chinese/Czech TA	Out of Classroom	Science
	Community	Team	ELI	English
	Community	Community	Governance	Communication
	Community and Instruction	Family Resources	Governing Board	Curriculum Instruction
	Instruction	Family Resources	Leadership Team	Leadership Team
	Instructional Team	Family Resources	Leadership Team	Leadership Team

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Granada Hills Charter High School Administrative Flow Chart



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VRHS #4 SCHOOL POLICIES

a. NON DISCRIMINATION STATEMENT

VRHS #4 is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by the school. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts, graphic and written statements, or conduct that is physically threatening or humiliating. This nondiscrimination policy covers admission or access to, or treatment or employment in, school programs and activities, including vocational education. The lack of English language skills will not be a barrier to admission or participation in the schools programs or activities. Additional information prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes may be found in the Parent/Student Handbook.

b. TITLE IX POLICY FOR STAFF AND STUDENTS

Federal law, Title IX, State law and VRHS #4 policies prohibit anyone at a school from discriminating against any student on the basis of sex, sexual orientation or gender. Males and females must be treated the same in all areas, including:

- * Participation in athletics
- * Enrollment in classes
- * Counseling services
- * Participation in extracurricular activities
- * Treatment in the classroom
- * Recognition and honors, special awards, scholarships
- * Graduation activities

Pregnant and parenting students, regardless of their marital status, have the right to attend school and participate in any program of activity in an environment free from discrimination or harassment, the same as any other students. When pregnant or parenting students transfer to specialized alternative programs such as Pregnant Minor Schools or Cal-SAFE Programs, those transfers must be voluntary. Classes and materials must be equal to those offered to other students, and/or students must be provided access to the classes to complete his/her course of study.

c. TITLE I PARENT INVOLVEMENT POLICY

Part I General Expectations:

1. VRHS #4 agrees to implement the following statutory requirements:

- a. VRHS #4 will put into operation programs, activities and procedures for the involvement of parents with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. Consistent with section 1118, VRHS #4 will ensure that the policy includes a school-parent compact consistent with section 1118(d) of the ESEA.

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- c. VRHS #4 will incorporate the parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- d. In carrying out the Title I, Part A parent involvement requirements, to the extent practicable, VRHS #4 will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- e. VRHS #4 will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- f. VRHS #4 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- i. That parents play an integral role in assisting their child's learning;
- ii. That parents are encouraged to be actively involved in their child's education at school;
- iii. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- iv. The carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II Description of How VRHS #4 Will Implement Required Parent Involvement Policy Components

- 1. VRHS #4 will take the following actions to involve parents in the joint development of its Parent Involvement Plan under section 1112 of the ESEA:
 - a. Involve parents in the selection of programs, activities and procedures through regular communication and at parent meetings;
 - b. Publish the Parent Involvement Policy annually through the Student-Parent Handbook
 - c. Provide opportunities for parents in the governance of the school through standing committees, ad hoc committees and the Governing Board.
- 2. VRHS #4 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Provide opportunities through parent organizations and groups for parents to participate and provide input in the review and improvement of the school;
 - b. Provide an annual written survey to parents through the mail and the Internet in an understandable and uniform format and, to the extent practicable, in a language parents understand.
 - c. Involve parents in the improvement of the school through the accreditation process as defined by the Western Association of Schools and Colleges.
- 3. VRHS #4 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Parent communication through home mailings, report cards, school and student assessment results, student communication, parent-teacher-counselor communication, email, school website, Home Access Center, PhoneMaster, TeleParent, the School Accountability Report Card, the College Office, the Intervention Office, the Counseling Office, parent groups such as PTSA and ELAC and other means possible.
- 4. VRHS #4 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Parent Institute for Quality in Education (PIQE), and English Learners Advisory Council (ELAC) by:
 - a. Parent communication regarding courses and classes available for parent education.

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5. VRHS #4 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). OHCOS will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. The Title I Coordinator in association with the Intervention Office will conduct the annual evaluation (including barriers to parent participation) of the parental involvement policy and use the input from the evaluation in the design and implementation of future parent involvement policies.
 - b. The evaluation will be conducted through the Student Services standing committee with input from parent organizations and groups including parents participating in ELAC and PIQE and from the annual parent survey.
 - c. Parents will provide input on student achievement, school governance practices and procedures, student services such as school safety, health, counseling and discipline, curriculum and instruction, facilities and operations, and human resources.
6. VRHS #4 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between VRHS #4, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. VRHS #4 will provide assistance to parents of children served by VRHS #4 in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - I. California academic content standards
 - II. California student academic achievement (graduation) standards
 - III. VRHS #4 local school assessments
 - IV. The requirements of Title I, Part A of the ESEA
 - V. How to monitor their child's progress
 - VI. How to work with educators by: School communication to parents, students and the community; parent classes such as parent education classes through PIQE, meetings (such as College Night and Financial Aid Night), and presentations (such as Open House and Back to School Night); PIQE, PTSA, ELAC and other school parents organizations and groups; STAR, CAHSEE, CELDT and other standardized and local test data, Saturday School, parent conferences, progress reports and report cards, Home Access Center, TeleParent, PhoneMaster, conferences (such as the California Title I Conference), Summer Transition Academy, and other appropriate school venues.
 - b. VRHS #4 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology as appropriate, to foster parental involvement, by:
 - I. Providing classes through the Parent Institute for Quality in Education, Kinakdi Adult School; Home Access Center training during day and evening hours including Open House and Back to School Night, Los Angeles Public Library Information and library cards, and other means to the extent practicable.
 - c. VRHS #4 will, with the assistance of parents, educate its teachers, pupil services personnel, administration, and other staff, in how to reach out to, communicate with, and work with

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parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and GHCHS, by:

- I. Providing professional development on Banked Days and Buy Back Days to school staff using school and community resources, professional resources, and parent speakers.
- II. Encouraging and fiscally supporting school staff in the attendance of workshops and conferences that focus on effectively utilizing parents and community members as resources and equal partners.
- d. VRHS #4 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public and private literacy programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:
 - I. Inviting parents to participate in the school mandated Summer Transition Academy program for matriculating 9th graders.
 - II. Communicating through all viable means (as previously stated) about school and community programs, meetings and workshops that encourage and support parents in more fully participating in the education of their children.
- e. VRHS #4 will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - I. Use of staff translators in the major languages spoken by the families of VRHS #4 students to communicate school policies and procedures; parent program information; information related to academic achievement; and other information, to the extent practicable.
 - II. Provision of a translation tool on the school website so that parents may translate the website into the language of their choice.
 - III. Provision of a translation tool on Gaggle, the student email provided by VRHS #4 to all VRHS #4 students.
 - IV. School communication regarding academic achievement including STAR, CAHSEE and CELDT standardized testing information; parent meeting and workshop notices; report cards; the four-year plan monitored by the Counseling Office; and other communication to the extent practicable.

Part III Adoption

This VRHS #4 Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of parent meetings such as ELAC and PIQE.

d. CATERIA PROCEDURES

VRHS #4 will use a computerized payment system for meals purchased in the School's indoor serving lines and at the outdoor carts. It is the School's preference that parents or students deposit money into a personal account established for each student. The account number is displayed as a bar-code on the current year ID card that each student carries. Money in accounts can only be accessed by scanning the ID card to pay for meals in the cafeteria, such as breakfast, lunch, and a variety of a la carte items, including bottled water, sports drinks, cookies, chips, and individual pizzas.

Free or Reduced Price Meals

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VRHS #4 will participate in the National School Lunch and School Breakfast Programs. Applications for free or reduced price meals are included in the summer mailing to all families and can also be obtained from the school cafeteria. All families are encouraged to complete the application form in order that the school may make this program available to as many eligible students as possible. In order to receive the regular breakfast or lunch and insure that overt identification of students eligible for free or reduced-price meals is prevented, student ID cards are scanned in the same way as are those for students paying full price.

e. PUPIL RECORD AND DIRECTORY INFORMATION

FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY

The privacy of school records is protected by Federal and State laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic eligibility, or activities in class. The law prohibits the release of pupil records information without written consent of the parent, or student (18 years or older). Records or information maintained by any school official exclusively for personal reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 18 years and older have the right to access and review his/her record. School employees who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. Other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order or by statute.

Pupil Record Information

The review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official, i.e., counselor, or administrative director. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school may charge a fee for the copy.

For all pupil records, other than grades, a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is in violation of privacy or other rights.

With regard to the challenge of grades, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades must be submitted in writing to the administrative director supervising the teacher's department. The review of a grade challenge will be conducted by the administrative director.

f. ACADEMIC INTEGRITY POLICY

These guidelines support the belief of the VRHS #4 community that the goal of a good education is not just academic learning but is also the development of a strong and admirable character. To that end, these guidelines are designed to inform and assist students, teachers, parents and administrators in promoting honesty in all aspects of schoolwork, in hopes of enabling students to acquire honor and self-

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respect and to experience genuine academic achievement. CHEATING IS DEFINED AS, BUT NOT LIMITED TO, THE FOLLOWING:

- YOU ARE CHEATING IF you copy or allow to be copied any assignment by any method.
- YOU ARE CHEATING IF you use any unauthorized aid on quizzes, tests, or exams.
- YOU ARE CHEATING IF you steal, possess or view a copy of a test beforehand.
- YOU ARE CHEATING IF you give or receive help on a test.
- YOU ARE CHEATING IF you take someone else's work and submit it as yours.
- YOU ARE CHEATING IF you scan, alter or forge any school document.
- YOU ARE CHEATING IF you plagiarize, meaning you submit material written or designed by someone else without giving the author/creator credit or naming the source, or you submit work created by family, friends or tutors.

Acts of cheating occurring in the classroom will refer the student to the student's counselor for intervention including parent contact and may result in a reduced or failing grade, suspension, exclusion from school activities, and/or no teacher letter of recommendation.

E- SAFE SCHOOL PLAN

VRHS #4 has prepared safety plans addressing violence prevention, emergency preparedness, traffic safety and crisis intervention. Parents may learn more about the VRHS #4 safety plans from the administrative director who oversees school safety.

VRHS #4 will have the additional safety practices/policies:

Visitors on School Campus

VRHS #4 will have an open-door policy for parents and community supporters. Generally, parents can schedule a visit with the Parent Liaison's office, their student's teachers or counselor, or administrative offices. All other campus visitors must have the consent and approval of the Executive Director or designee. For the safety of students and staff, visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity. A uniformed School Police Officer will be assigned to the school site. Campus Aides also monitor the campus.

Campus Cleanliness/Safety

Parents and students concerned with the cleanliness of the campus should address their concerns to the administrative director overseeing facilities.

Asbestos Management Plan

An Asbestos Management Plan "AHERA Report" which identifies where asbestos containing building materials are located at the school and the conditions of those areas. The AHERA report is updated every six months, and is available for review upon request at the Main Office.

Daily Flushing Requirements for Water Fountains

As required, all fixtures and fountains that may be used for consumption of water or used for food preparation shall be flushed for a minimum of 30 seconds prior to the first use of the day. A log is maintained in the plant manager's office and is available for review upon request at the Plant Manager's Office.

MRSA

VRHS #4 is sensitive to the possibility of disease transmission. VRHS #4 has developed a proactive plan to address the spreading of MRSA, which includes, but is not limited to the following:

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- Deploying full time custodial personnel to deep clean all restrooms and PE facilities.
- Scheduling restroom cleaning three times a day
- Training all staff and coaches on ways to prevent MRSA
- Implementing a NO-SHARING RULE (athletes should not share equipment, clothing, towels, and other personal items) in the Athletic program and PE program
- Using of anti-bacterial soap in all restrooms
- Installation of hand sanitizers pumps in the PE areas, computer rooms, and lunch area

INTEGRATED PEST MANAGEMENT PROGRAM

VRHS #4 will follow the Integrated Pest Management (IPM) policy that was approved by the Los Angeles Board of Education in May 2002. It is the goal of the school to provide for the safest and lowest-risk approach to manage pest problems, while protecting people, the environment, and property.

SEXUAL HARASSMENT POLICY

It is the policy of VRHS #4 to maintain learning and working environment that is free from sexual harassment. Sexual harassment, of or by students or employees, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of school policy. The school considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student. Any student or employee of VRHS #4 who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of an administrative director so that appropriate action may be taken to resolve the complaint. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

STANDARDS OF STUDENT BEHAVIOR

All students are expected to:

- Attend school regularly and punctually; and remain on the school grounds (Please see Attendance Policy on page 13).
- Complete all class work and homework assignments and maintain satisfactory marks.
- Maintain a good attitude towards teachers, administrative directors, other staff members, and fellow students and comply with all reasonable requests from adult staff members.
- Resolve conflicts or personal problems with the assistance of a staff member.
- Bring necessary supplies and materials to classes daily, such as notebook, pencil, textbooks, and physical education clothing.
- Conduct oneself in such a manner to be a credit to the school, home, and family.
- Carry school I.D. card at all times.
- Carry an authorized classroom or office hall pass when out of class.
- Leave electronic devices at home or stored (on "silent") in a backpack.

VRHS #4 requires pupils to follow school regulations, obey all directions, be diligent in study, and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. VRHS #4 promotes the principle that every teacher shall hold pupils strictly accountable for their conduct on the way to and from school, and while on campus. For a particular inappropriate behavior, the following chain of intervention will occur:

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- Student-Teacher conference
- Detention
- Parent contact per phone
- Parent-Teacher conference
- Referral to Dean (after all steps above have been met)
- Class suspension (optional)

Other behaviors such as cheating (See Academic Integrity Policy), unsatisfactory/underachieving academic performance, and substance abuse will be addressed through the school wide referral system. Intervention strategies include:

- Student-Counselor conference
- Teacher/Parent/Student/Counselor conference
- Conference with nurse
- Assessment for substance use by nurse. School Police must be contacted for drug or alcohol involvement.
- Referral to Intervention Program (small group counseling).

Other school and law enforcement interventions will occur for serious student behaviors, i.e. Graffiti, Fights/Gang Problems, Threat/intimidation, Destruction of Property, Abusive/inappropriate Language, Confrontations, Obscene acts, Sexual Harassment, Substance Use/Possession/Sales, Drug Paraphernalia, Weapons, Acts of Hate/Violence, Theft/Extortion, et.al.

Student Suspension/Expulsion Policy

The VRHS #4 Student Suspension/Expulsion Policy mandates that: "The VRHS #4 expulsion review committee shall recommend expulsion in those cases where the expulsion review committee has found that a student has been in possession of a firearm, knife, or explosive device; has caused physical injury to a school employee; or has unlawfully possessed, used, sold, or otherwise furnished any controlled substance as defined in Section 11007 of the California Health and Safety Code. These incidents are enforceable on or off campus, during the regular school program, or at a school activity." This policy does not alter or limit the responsibility of local school administrative directors as indicated below in the Guidelines for Student Expulsions. Alternatives to suspension and expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Student Searches

The 4th Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain circumstances. If a student has engaged in conduct that causes an administrative director to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the administrative director may conduct a search of that student. Searches based on reasonable suspicion will be conducted in a private area whenever possible.

Random Metal Detector Searches

To maintain a safe campus, there will be metal detector searches of students and lockers. Every effort will be made to respect students in the course of these searches. Searches of students will be conducted with a "ward" in a fair and random manner. California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons.

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Lockers

Hall lockers are for storage of books. Students may not leave money, valuables, clothing, or other personal belongings in your locker. The school is not responsible for losses. Lockers are randomly searched as part of our school safety plan.

Student Dress Code

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety and suitability of clothing and appearance for school activities. In every case the dress and grooming of the student shall be clean and shall not:

- Cause actual distraction from or disturbance in any school activity or actually interfere with the participation of a student in any school activity.
- Create a hazard to the safety of himself / herself or others.
- Create a health hazard.

VRHS #4's dress code is in effect during all school functions, on or off campus. Any student, who violates the dress code as described below, will be subject to disciplinary action.

- No tube tops, halter tops, spaghetti strap tops, or see through blouses.
- No visible midriffs, cleavage or underwear.
- No shorts, skirts and/or dresses shorter than fingertip plus one inch.
- Pants must be fitted as not to sag so low that underwear is showing. Shoes must be worn at all times.
- No clothing or accessories depicting drugs, alcohol, the use of offensive/obscene pictures or language, weapons of any kind or gang attire.
- No inappropriate accessories such as pocket chains or spikes, and only official VRHS #4 hats allowed on campus.
- VRHS #4 hats may not be worn in classrooms or offices nor may they be worn backwards. Hoods may not be worn.
- Students are not to wear hair rollers, bandanas or wave caps.

Attendance Policy

Student absences have a direct impact on performance and grades. The VRHS #4 Attendance Plan was devised to keep students in class and reduce the number of days absent. Students may have as many as 14 days absence per semester, which includes days for illness, court (excluding citations) or other absences. The following is an outline of the Attendance Plan.

- Students who are absent 15 or more times from a class will receive a grade of Fail and be dropped from the class.
- Students will be placed in the classroom and enrolled in an alternate course for elective credits.
- Tardy lockouts are held every period during the day, and if students are out of class when the bell rings, they are sent to a study room and receive an unexcused absence.
- Students enrolled in ten-week classes will earn a Fail with 9 absences.
- The school will make every effort to notify parents of troublesome attendance patterns; however, it is the student's responsibility to maintain satisfactory attendance.
- Students enrolling after the first week of school have his/her allowable absences pro-rated.

As with all actions taken by the school, provisions have been made for due process through the Appeals Committee. An appeal must be made within five days after the 15th absence. However, the provisions of

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the Attendance Plan will be strictly followed. Students will receive a Fail for any class(es) in which they have fifteen or more days of absence.

Tardy Policy

1. **TARDY.** The following circumstances warrant an unexcused absence/tardy and require that students be sent to the tardy lockout room:
 - A student is not in his/her seat when the tardy bell rings.
 - A student is outside the classroom without a legitimate school pass when the tardy bell rings.
 - A student comes from off campus onto campus and does not make it to class before the tardy bell rings. The student must remain in the tardy lockout room unless he/she has written documentation of a doctor's appointment, dentist appointment, immigration appointment, driver's license appointment, or appearance in court. For a doctor's or dentist's appointment the student must have an appointment card or a note written on the doctor's /dentist's stationery stating the date and time of the appointment. For other appointments, immigration papers, court papers, or paperwork from the DMV must be shown. This paperwork must also indicate the date and time of the appointment.
2. **EXCUSED.** A tardy will be considered excused if the student obtains a stamped or signed school pass before arriving to class.
 - A student must obtain a stamped or signed school pass from school personnel (i.e. teacher, administrator, office staff) if the student is detained for school related business only. The pass must indicate the student's name, date, time of departure, location of departure, destination points, and signature.
 - Tardies may be excused by school personnel only. Students should not be admitted to class without a legitimate pass or summons.
 - Tardiness and truancy to school seriously affect students' work habits and cooperation. In order to improve attendance and punctuality, the Student Services Committee adopted a policy of assigning detention as a consequence for truancy and tardiness.

Final Exam Policy

All teachers give comprehensive finals during the designated final exam schedule in December and late May/early June. All students are required to take the Final Exams. Teachers will not make accommodations for an early or late final. Students who are absent on the designated date will receive a zero on the final exam. Students who need to be excused under extenuating circumstances will have to file an appeal with the Final Exam Appeal Committee. Forms are available in the Counseling Office.

b. ACCEPTABLE USE POLICY (AUP) FOR THE INTERNET

As part of our School Technology Plan, VRHS #4 provides computer network and Internet access for its students and employees. VRHS #4 teachers use the Internet for staff and parent communication and as an instructional tool in classrooms, labs and the library media center. VRHS #4 students use the Internet to research and create school-based projects, to learn and reinforce new concepts, and to accomplish the VRHS #4 Expected School wide Learning Results (ESLRs).

Every year, students and employees need to acknowledge receipt of and agreement with this Policy. Students who are under 18 also must have their parents or guardians sign this Policy. By signing this agreement, the student, employee, and parent or guardian agree to follow the rules set forth in this Policy and to report any misuse of the computer network or the Internet to a teacher or administrator.

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Parties agreeing to this Policy also understand that VRHS #4 may revise the AUP, as it deems necessary. Any such changes will be posted on the VRHS #4 website, <http://www.ghchi.com>.

I. PROMOTION/GRADUATION POLICIES

Mastery of the standards for each course will be the basis for promotion. Teachers assess a student's progress on a quarterly basis or greater in order to gauge whether the student is mastering the objectives and standards throughout the year. Students who are in jeopardy of retention are individually counseled and given extra help. Students who continue to struggle are provided with tutoring from outside sources and certificated staff both before and after school at scheduled times. Students who do not meet the performance standards for advancement to the next grade or course are retained in their current grade in accordance with their applicable promotional academic credits. These students are identified earlier in the academic year and are supported by a SST. Parents of students who have been retained are contacted by a counselor who requests a meeting to discuss the student's substandard progress and determine some strategies that may promote greater success for the student. Strategies may include greater monitoring of student effort and could lead to a referral for individual assessment, possibly bringing about designated accommodations. Students who have been retained who continue to perform poorly will be referred for an individual assessment in accordance with the procedures detailed for Special Education unless assessment is otherwise required by law. Credit may only be earned in classes not previously passed. Credit is not given if classes are taken to raise a grade from a "D" or above. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors and Advanced Placement courses will earn extra grade points as determined by the VRHS #4 Governing Board. Grade promotion will be determined by credits earned and proficiency of grade level English courses as follows: 10th grade (65 credits), 11th grade (120 credits), 12th grade (180 credits and passed American Literature/Contemporary Composition). Students are eligible for VRHS #4 Diploma upon the successful completion of 270 credits of required coursework and passing CAHSEE.

J. UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that VRHS #4 complies with all applicable state and federal laws and regulations governing educational programs. The Board shall investigate and seek to resolve complaints at the school level. The Board shall abide by the following uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with the law in Adult Education, Career Technical Education, Child Development, Consolidated Programs, Indian Education, Migrant Education, Nutrition Services, Special Education and laws regarding unlawful discrimination on the basis of race, sex, sex orientation, race ethnic group orientation, color, ancestry, national origin, age, gender identity, religion, mental and physical disability. Complainants must be aware that matters listed under "Referring Complaint to Appropriate Agencies" are not issues covered by these procedures.

Compliance Officer

The Executive Director will receive and direct the investigation of complaints, maintain records of complaints and subsequent related actions, and ensure compliance with the law. In the case where a complaint pertains to the Executive Director, the Board designates the Board Chair to receive and investigate the complaint.

Notifications

The Board shall annually notify in writing students, employees, parents and guardians, advisory committees, and other interested parties of these procedures and the person responsible for processing complaints. Complainants are hereby notified that they may have alternative civil law remedies via

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governmental administrative agencies, such as (federal) Office for Civil Rights, (state) Department of Fair Employment and Housing (DFEH), (federal) Equal Employment Opportunity Commission (EEOC), local bar associations, law schools, the Superintendent, or mediation services.

Filing a Complaint

A written complaint of alleged noncompliance with a federal or state law or regulation governing education programs must be filed with the compliance officer. When the subject matter of a complaint is not covered by this policy, the complainant shall be advised.

Individuals who allege that they personally suffered unlawful discrimination may file complaints alleging unlawful discrimination. The complaint must be filed no later than six (6) months from the date of the alleged discrimination or when the complainant first obtained knowledge of the facts of the alleged discrimination. For good cause, the State Superintendent of Public Instruction may grant an extension of up to ninety (90) days upon written request of the complainant. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, school personnel shall assist in filling the complaint. The Complaint Procedure Forms are available upon request.

Mediation of Complaint

At the discretion of the compliance designee and with the consent of the parties, the compliance designee may undertake a resolution of the dispute via mediation. This step is optional. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Investigation of Complaint

Upon receipt of the complaint, the compliance designee will give the complaint to the appropriate person who will hold investigative meetings, when necessary. Complainants and/or representatives and the school representatives may present relevant information. To ensure that all pertinent facts are made available, the compliance designee and the complainant may request other individuals to provide additional information. Complainants are protected by law from retaliation regarding participation in the complaint investigation process. Complainants are advised that while the school will make an effort to protect his/her privacy and confidentiality, investigation of his/her complaint may require disclosure of certain information to others. By filing a complaint, complainant authorizes the school to investigate and make disclosures as may be reasonably necessary to the investigation and resolution of the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Written Decision

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Within sixty (60) days of receiving the complaint, the compliance designee shall prepare and send to the complainant a written report of the school's investigative findings, corrective action (if any) suggested resolution(s), and a rationale for the findings, along with any supporting documentation. This investigative report shall be written in English and in the language of the complainant, whenever feasible or required by law.

Referring Complaint Issues to Appropriate Agencies

The following complaints shall be referred to the specified agencies below for appropriate resolution and are not subject to these complaint procedures.

Allegations of child abuse: Los Angeles County Department of Children and Family Services, 3075 West Wilshire Blvd., Los Angeles, CA 90010 and/or Child Abuse Unit of the appropriate local law enforcement agency.

Health and Safety complaints regarding a child development program: California State Department of Social Services, Community Care and Licensing, 6167 Bristol Parkway, Room 400, Culver City, CA 90230

Discrimination issues involving child nutrition programs: U.S. Department of Agriculture, Food and Nutrition Service, Child Nutrition Division 3101 Park Center Drive, Alexandria, VA 22302

Employment discrimination complaints: Department of Fair Employment and Housing (DFEH), 611 W. 6th Street, Los Angeles, CA 90017

Allegations of fraud shall be referred to the responsible State or Federal Department Division Director and its legal office; California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720

Depending on the nature of the complaint, the complainant may also have available civil law remedies and may consult his/her attorney. Appeal and review procedures are available. See *Appeals to the California Department of Education*.

Appeals to the California Department of Education

If a complainant is dissatisfied with the Board's decision, the complainant may appeal in writing to the California Department of Education within fifteen (15) days of receiving the Board's decision. The appeal must be in writing and must include a copy of the original complaint, as well as a copy of the local site decision provided to them. The appeal should be sent to:

State of California Department of Education
State Superintendent of Public Instruction
P.O. Box 944272
Sacramento, CA 94244-2720

Parents have the right to file complaints regarding school procedures affecting rights of privacy with the Executive Director of VRHS B4 or California State Department of Education and / or the Family Educational Rights and Privacy Act Office, Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

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VRHS#4 Board of Directors

All resumes attached

1. **Seajna Eddings Brown:** Founding GHCHS Board Chair, former GHCHS parent, Granada Hills/Northridge resident, and a PR and Media Consultant. Her children will be eligible to attend VRHS #4.
2. **Mitch Englander:** A resident of the Granada Hills/Northridge area and Chief of Staff to Los Angeles Councilman Greig Smith.
3. **Yvonne Chan:** Founder/Principal of Vaughn Next Century Learning Center and member of the State Board of Education. Ms. Chan resides in the Granada Hills/Northridge area.
4. **Jesus Vacas:** a GHCHS parent, resides in the Granada Hills/Northridge area. A former teacher, he currently serves as Principal at Buena High School in Ventura and is completing his Doctorate in Educational Leadership at CSUN. His children will be eligible to attend VRHS #4.
5. **Robert L. Scott:** Director of the Mulholland Institute/The Valley Economic Alliance, a practicing attorney, a member of the California, federal and US Supreme Court bars, and has served as judge pro tem for the Los Angeles Superior Court. He is a resident of the San Fernando Valley.

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Sonja Eddings Brown California 91325

Born in Salt Lake City, Utah. Married 27 years to Lowell C. Brown, partner, with the Washington-based law firm of Arent Fox, LLP. Mother of three children: Benjamin-22, Andrew-18, Abigail-11.

Professional Background:

Media and Public Relations Consultant 1996 - Present

Providing strategic media planning and public relations representation to corporate, government and entertainment clients including:

ABC News, Fox News Channel, NBC PrimeTime, Disney Television, Keytar Chemical, Los Angeles Unified School District, Hollywood Digital Post-Production, NIKR Corporation, United States Swimming, United States Olympic athletes, Mitt Romney For President- California.

Non-profit clients: United Friends of the Children, March of Dimes, Anne & Kirk Douglas Foundation, Dr. Laura Schlessinger Foundation, Karen Carpenter Foundation, Julie Andrews Edwards, The Church of Jesus Christ of Latter-day Saints, Governor Arnold Schwarzenegger's Commission on Education.

School Board President Elected 2003 – 2007

Granada Hills Charter High School - Los Angeles, California. Partner in founding the largest charter school in the nation, serving 4000 students. Responsible for overseeing an operating budget of approximately \$40 million dollars in public funds. Granada High School's test scores have risen a record 78 points since 2004, surpassing most other private or public high schools in the State of California. Presently the top-performing high school in Los Angeles and noted as a model for education reform throughout the country.

Writer/Producer 1986 - 1996

Specializing in production for network television shows and high end national advertising campaigns. Produced and composed themes for FOX News, ABC News, NBC, Showtime, Coca-Cola, Disney, RTL Germany, the Utah Jazz, and Clio Award winning Public Service commercials for the LDS Church.

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Vice-President of Production, Mars Advertising 1983 - 86

Supervised a full-time staff of ten and additional freelance artists in a satellite production office of this Detroit-based advertising agency. Responsible for annual broadcast production budget of approximately five million dollars. Hired in 1983 as a commercial producer and promoted to the position of Vice President of Production one year later. Mars Advertising specializes in nationwide retail advertising and corporate sales films for clients such as General Electric, Nabisco, Black & Decker, Cheesborough Ponds, and Scott Paper.

Television News Reporter 1976 - 82

On-air talent at KIVX Television, the ABC affiliate in Salt Lake City. Covered local and national stories including Gary Gilmore execution, Howard Hughes will, Revil LeBaron polygamy and murder trial, Teton Dam break, University of Utah Artificial Heart, the LDS Church, and various political campaigns.

Special Recognitions

Winner of 7 Clio Award Nominations, The Addy, The Telly,
and The Gabriel Award for achievements in broadcasting.

Public Affairs and Media Representative
The Church of Jesus Christ of Latter-day Saints
Northwest America
1997-2008

Los Angeles City Council
Recognition for Public Service in Education
2004

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MITCHELL ENGLANDER Granada Hills, California

Mitchell Englander was born and raised in the San Fernando Valley. He attended valley public schools and has dedicated his life to public service and to making the Valley a safer and better place to live, work, and raise a family.

Currently, Mitch serves as the Chief of Staff to Los Angeles City Councilman Greg Smith, representing the communities of Granada Hills, Northridge, Porter Ranch, Chatsworth, North Hills, Lake Balboa, West Hills, Winnetka, Encino, Canoga Park and Reseda. Mitch has led the ongoing fight to protect our neighborhoods. He was the architect of the plan that stopped the massive Las Lomas development. A tireless champion for the environment, Mitch has worked to preserve and protect open space and equestrian properties and to acquire new parkland. He helped create the RENEW LA plan, which will end our dependency on landfills while increasing our energy sustainability. Mitch led the effort to protect the North Valley's vital health and emergency resources by enabling the crucial expansion of Providence Holy Cross Hospital, adding 136 new beds and the only LEED Certified hospital in California. He brought together the resources necessary to re-open the Northridge Pool after being closed for 10 years, and helped build the new Devonshire Police Activities League Youth Center providing a much-needed resource for local at-risk-youth. He helped implement business tax reform, and conceived a plan that led to the hiring of 254 new LAPD officers without raising taxes.

Mitch is also dedicated to helping improve education and worked to negotiate the first ever public private partnership with LAUSD and the City of Los Angeles on the new Porter Ranch School. This will be a model for future schools to allow a community use with a dedicated revenue stream.

As a Reserve LAPD Officer, Mitch has gone through the same rigorous hiring and training requirements as full time officers, attending the Los Angeles Police Academy. As a sworn officer, Mitch works in uniform, patrolling and protecting our community. As a Reserve, he has saved taxpayers more than \$100,000.

Prior to entering public service, Mitch was a small business owner. His career accomplishments include helping local businesses expand and guiding community save campaigns that fought overdevelopment, and prevented the closure of hundreds of Fire Stations throughout Los Angeles County. In addition, Mitch worked with CSUN to develop a communications audit which helped the University launch a capital campaign to build the new Valley Performing Arts Center.

Mitch has always been active in civic, philanthropic, and public safety activities. He currently serves as Chairman of the North Valley Family YMCA and serves on the boards of numerous community organizations including the American Diabetes Association, San Fernando Valley Jaycees, Providence Holy Cross Hospital, West Valley Boys and Girls Club, The Jewish Home for the Aging, Winnetka Community Foundation, Valley Leadership Institute, Devonshire Police Activities League (PALs), New Directions For Youth, New Horizons, Supporters of Law Enforcement in Devonshire (SOLID), and is a member of the Sierra Club Angeles Chapter Wildlife and Endangered Species Committee.

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RESUME

NAME : Yvonne Chan
BIRTHDATE:
ADDRESS

CITIZENSHIP : Home: Resides in Northridge, CA
U.S.

EDUCATION

Date	Institution	Major/Minor	Degree Earned
1981-1990	UCLA	Computer Science	Post-doctoral
1977-1980	UCLA	Education/Special Ed	ED. D.
1971-1976	Cal State, Northridge	Special Education	M.A.
1963-1968	UCLA	French/Spanish	B.A.

CERTIFICATION and CALIFORNIA TEACHING CREDENTIALS

- Administration and Supervision
- Standard Elementary
- Learning Handicapped
- Severely Handicapped
- Physically Handicapped
- Resource Specialist
- Bilingual Certificate of Competence (Spanish)
- Bilingual Certificate of Competence (Chinese Mandarin)
- Bilingual Certificate of Competence (Chinese Cantonese)
- Computer in Education (UCLA)

EMPLOYMENT HISTORY

Full-time Positions:

- School Principal, Vaughn Next Century Learning Center, Charter School (1990-present)
- School Principal, Sylmar Elementary, LAUSD (1986-1990)
- Assistant Principal, Sharp Avenue Elementary, LAUSD (1984-1986)
- Administrative Adviser, Specially-funded Programs, LAUSD (1982-1984)
- Program Specialist, Special Education, LAUSD (1980-1982)
- Resource Specialist, LAUSD (1979-1980)
- Special Education Teacher, LAUSD (1976-1979)
- Teacher, Elementary, Non-public School (1968-1976)

Part-time Positions:

- Adjunct Professor, California State University, Northridge (1980-2005)

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- Instructor, UCLA Extension (1980-present)
- Children Program Reviewer, Disney Channel (1992-1996)
- Children Program Reviewer, CBS (1994-1996)

LANGUAGE PROFICIENCY

English, Spanish, Chinese, French

CURRENT PROFESSIONAL AFFILIATION

- Board Member, California State Board of Education
- Commissioner, Los Angeles City Commission for Children, Youth, and Families
- Board member, Longview Family Foundation on International Studies in Schools (Washington, DC)
- Board member, Public/Private Ventures on Youth Development (Philadelphia)
- Committee member, Enrollment Advisory Committee, California State University, Northridge (CSUN)
- Member, UCLA Alumna
- Member, CSUN Alumna
- Member, California Charter Schools Association

PARTICIPATION IN EDUCATION INITIATIVES

- First School Principal to implement the California Healthy Start Initiative
- First School Principal to implement LA's BEST, an after school program
- First 5 California and First 5/LA
- National 21st Century Learning Communities
- Prop BB School Facilities
- 95/5 (Sponsored by the United Teachers of Los Angeles on school finance)

HONORS RECEIVED

- James Irvine Foundation Leadership Award
- Distinguished Educator Award, Asia Society
- Distinguished Educator Award, Chinese-American Banks Association
- Gleitsman Community Activist Award
- Milken Educator
- Mc Graw Hills Prize in Education
- Star of the Valley Award, Valley Economic Alliance
- California State University, Northridge, Alumni Award
- California State University, Los Angeles Leadership Award
- UCLA Alumni Award
- Rose Educators' Award, USC

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- Community Service Award, United Chamber of Commerce
- Community Service Award, National Chapter of Negro Women
- Phenomena Women Award, California State University, Northridge
- Education Hero in Service, the Los Angeles Dodgers
- Women Making History from Senator Barbara Boxer
- Excellence in Education Award, the Optimist
- Excellence in Education Award, Delta Kappa Gamma, Los Angeles Chapter
- Excellence in Education Award, Soroptimists
- Women of the Year, 39th Assembly District
- Community Services, 31st District PTA
- Mayor Bradley's Community Service Award
- Outstanding Chinese-American, Organization of Chinese Americans
- Readers' Digest Parent Partnership Award

PROJECTS AND PUBLICATIONS

- Getting It Together, a multicultural project for intergroup understanding
- Salute to America, a social studies project for teacher training
- Science Outdoor Station, a curriculum of outdoor science learning centers
- K-Sharp, a language development program using mass media
- The 3Ls, a literature-based integrated language arts program
- Energized Math, an integrated math and science program.

PERSONAL

Husband : Eugene Chan, retired sales representation
Sons : Christopher Chan, Environmental Engineer and Project Manager (Boston)
Frank Chan, Financial Manager (Los Angeles)
Daughter-in-Law : Katherine Chan, Toxicologist (Boston)
Grandson : Benjamin Chan, age 4 (Boston)
Granddaughter: Samantha Chan, age 1 (Los Angeles)

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Jesus A. Vaca

Northridge, CA 913254

EDUCATION

M.A. Educational Administration, California State University, Northridge, 1997

B.A. Urban Studies, California State University, Northridge, 1991

CREDENTIALS

Administrative Services Credential

Professional Clear Multiple-Subject Teaching Credential, Bilingual, Cross-Cultural, Language & Academic Development, Emphasis: Spanish

ADMINISTRATIVE EXPERIENCE

High School Principal, Ventura USD	7/09 to Present
Middle School Principal, Ventura USD	7/05 to 6/09
Elementary School Principal, Ventura USD	8/02 to 6/05
Administrative Coordinator, Bilingual and Intervention Programs Santa Monica-Malibu USD	8/99 to 7/02
Principal, Santa Monica-Malibu USD	Summer 2000 Summer 2001
Assistant Principal, Palm Tree School, Palmdale USD	7/97 to 8/99

TEACHING EXPERIENCE

Teacher: Grades K, 2, 3, 4, 5, and 6, Planumter El., LAUSD 7/91 to 7/97

Teacher: Emergency Immigrant Ed. Program 9/95 to 11/95

ADMINISTRATIVE RESPONSIBILITIES

- Teacher Observation/Evaluation
- Monitor Curriculum & Instructional Practices
- Single Plan for Student Improvement Implementation
- CA Standards Exams Test Coordinator
- California English Language Development Test Coordinator, District-wide (K-12)
- Reading and Math Intervention Programs Coordinator, District-Wide
- Plan and monitor Categorical and Site Budgets
- Conduct Teacher and Administrative Interviews

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- Oversaw District Bilingual Advisory Committee and Community Liaisons
- Prepare and oversee state and federal grants

OTHER LEADERSHIP RESPONSIBILITIES

- Strategic Plan Team Member, Santa Monica-Malibu USD
- Delivered staff development to teachers in the areas of Reading and English Language Development
- Oversaw Technology and Library Plans
- Facilitated Immersion and Bilingual Programs, District-wide (K-12)
- Chaired Intra-Cultural Advisory Committee
- School Site Council Facilitator and Trainer

SPECIAL SKILLS

- Read, Write, and Speak Spanish Fluently
- Microsoft Word, Excel, and Power Point

PROFESSIONAL ORGANIZATIONS

- Association For Supervision and Curriculum Development
- California Association for Bilingual Education
- Association of California School Administrators

PROFESSIONAL REFERENCES

- Dr. Trudy Arriaga, Superintendent, Ventura Unified School District, (805)641-5000 X1014
- Peggy Harris, Assistant Superintendent for Student Support Services, Santa Monica-Malibu Unified School District, (310)450-8338 X332
- Jeff Chaneer, Assistant Superintendent of Educational Services, (805)641-5000 X1021
- Sue Gee, Director of Implementation, ATLAS Communities, (617)618-2152

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Robert L. Scott Summary Biography

Robert L. Scott and his firm, CivicCenter Group serve as a public policy and legal resource, assisting businesses, non-profits, cities and communities in strategic planning and structuring—with emphasis on actionable and effective strategies. In addition to developing special projects, research and reports, the CivicCenter team's services include feasibility, impact, and needs assessments—providing solutions for business, community and economic development.

Scott serves as Director of the Mulholland Institute where he oversees Vision2020: San Fernando Valley, a long-range visioning project for the region. He is a 10-year veteran and former president of the Los Angeles City Planning Commission where he oversaw the adoption of the city's General Plan. He was the founding chair of The Valley Economic Alliance, and has chaired the Valley Industry & Commerce Association (VICA), the United Chambers of Commerce of the San Fernando Valley (UCC) and the Valley Economic Development Center (VEDC). He was a key architect in charter reform for the City of Los Angeles, having authored the original plan for a system of Neighborhood Councils and Area Planning Commissions.

Scott has been active in legislative redistricting and reform for nearly 40 years. He was the prime mover in creating a San Fernando Valley Statistical District, a Southern California Association of Governments Planning Subregion for the Valley, and the newly formed San Fernando Valley Council of Governments. He serves on SCAG's Compass Blueprint, Global Land Use & Economy (GLUE), Vision LA and Subregional Coordinators committees. In 1993, he chaired the L.A. City Task Force for Permit Streamlining and has also been active in developing the James Irvine-sponsored California Center for Regional Leadership. K-12 school reform has been a special interest of his in chairing initiatives, advocating for education, and authoring special reports.

He is a licensed real estate broker in the State of California, a practicing attorney for 30+ years, a member of the California, Federal and US Supreme Court bars, and has served as judge pro tem for the Los Angeles Superior Court. In 1999, Scott was the recipient of the San Fernando Valley Bar Association's highest honor—the Stanley Lintz Award for service to the community and to the legal profession. In 2002 the Valley Industry & Commerce Association honored him with the Harmon G. Ballin Award for community service. His proudest achievement was receiving the 44th Annual Fernando Award, given to one individual each year for lifetime achievement and volunteerism.

Scott is currently a member of the SurveyLA Historic Resources committee and previously served on the California Small Business Advisory Commission, and the board of California's 51st Agricultural District. He is heavily involved in public policy issues, appearing frequently in the media and lecturing at various forums, classes and symposia.

His early career included the founding and growth of Scott Printing & Advertising and Commerce Productions in Van Nuys California, where he was the president/CEO from 1965-1980. At that post he managed up to 25 employees, including a national advertising sales force. From 1999 to 2002 he worked as a consultant-CEO of LA Workout Inc., employing up to 150 employees—heavily weighted in sales and marketing. While there he was instrumental in growing the chain from two to five fitness centers.

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CURRENT AND PREVIOUS AFFILIATIONS (Partial List)

CivicCenter Group, Calabasas, CA – Owner, consulting, public policy research and civic strategies (1990-)
Scott & Associates, Law Offices, Principal, Owner, Sherman Oaks, CA (1981-)
Member California Bar Association
Member United States District Court Bar Association
Member United States Supreme Court Bar Association
Judge Pro Tem, Los Angeles Superior Court
Real Estate Broker, License State of California (1984-)
Member, Southland Regional Association of Realtors, Reseda, CA
Mulholland Institute, Sherman Oaks, CA—Director, Founder (1999-)
The Valley Economic Alliance, Sherman Oaks, CA, Founding Chairman (1994-)
The Valley Economic Alliance, Van Nuys, CA, President (1994-1995)
Valley Industry & Commerce Association, Chairman (2006-2007)
Valley Economic Development Center, VEDC, Van Nuys, CA, Chairman (1978-1980)
United Chambers of Commerce of the San Fernando Valley, Reseda, CA, President (1992-1994)
San Fernando Valley Council of Governments, Sherman Oaks, CA, Founding Facilitator, (2010-)
Los Angeles City Planning Commission, Los Angeles, CA, President/Commissioner (1993-2008)
Presiding over General Plan Framework, Elements and 35+ Community Plan Updates
City of Los Angeles, Permit Streamlining Task Force, Los Angeles, CA, Chairman (1993-1994)
Greater Van Nuys Area Chamber of Commerce, Van Nuys, CA, President (1978-1980)
Van Nuys Jaycees, Junior Chamber of Commerce, Van Nuys, CA, President (1974-1976)
Santa Clarita (Newhall, Saugus, Valencia) Chamber of Commerce, Newhall, CA (1977-1980)
Scott Printing & Advertising, Van Nuys, CA, President/CEO (1968-1981)
Commerce Productions, Publishing, Van Nuys, CA, President/CEO (1975-1981)
Valencia Paper Company, Van Nuys, CA, President/CEO (1976-1981)
Audience Magazine, Sherman Oaks, CA, Editor-in-Chief (1981-1982)
Suite 16 Post Production, Burbank, CA, Corporate Counsel (1998-2000)
D.S. Honda Construction Co., Van Nuys, CA, Vice President/General Counsel
Onsite Information Systems/MCI, Sherman Oaks, CA, CEO/Corporate Counsel (1990-1995)
Silent Stars, Burbank, CA, CEO/Corporate Counsel (1985-1987)
California Air National Guard, Van Nuys ANG, Sergeant, (1969-1975)
Lecturer, Pepperdine University, School of Public Policy
Lecturer, Non-profit Organizations, Operation and Rules of Order
Lecturer/Facilitator, Strategic Planning for Non-Profit Organizations
Lecturer, Media Relations, Outreach and Public Affairs
Lecturer/Strategist, Charter Reform and Neighborhood Councils
Instructor, Cal State University Northridge
MC/Host, Intermittent civic activities
Host, Cable Television, Weekly, Small Business Views

APPENDIX 19

VRHS#4 Applicant/Design Team Bios

Brian Bauer, Executive Director

Master's Degree in Education Administration and PhD in progress, University of California Los Angeles
Bachelor's Degree in English and Spanish, Yale University
Professional Educator since 1991, at GHCHS since 2000

Walter Wallace, Chief Business Officer

Master of Business Administration, Western Michigan University, Bachelor's Degree, University of Tennessee
Professional in School Business since 1978, at GHCHS since 2003

Dilmit Singh, Director of Instruction and Professional Development

Master's Degree in English and Counseling, PhD in Progress, California State University Northridge
Bachelor's Degree in English, India
Professional Educator since 1977, at GHCHS since 1992

Patricia Givant, Director of Accountability and Technology

Master's Degree in Educational Technology, Pepperdine University, Bachelor's Degree in English, California State University Northridge
Professional Educator since 1972, at GHCHS since 1993

Judie Baumgartl, Academic Programs Coordinator/Former Science Department Chair

Master's Degree in Educational Administration, California State University Northridge
Bachelor's Degree in Chemistry, California State University Northridge
Professional Educator since 1994, at GHCHS since 1994

Elva Poldo-Ragus, English Department Chair/National Board Certified Teacher

Master's and Bachelor's Degree in English, University of California Los Angeles
Master's Degree in Education Administration, California State University Northridge
Professional Educator since 1979, at GHCHS since 1986

Andrew Nelson, Math Teacher

Bachelor's Degree in Economics, University of Southern California, Master's Degree in progress, Pepperdine University
Professional Educator since 2007, at GHCHS since 2008

Norm Holloway, Special Education Department Chair/Athletic Director

Master's Degree in Advanced Teaching, National University, Bachelor's Degree in Journalism, California State University Northridge
Professional Educator since 2003, at GHCHS since 2003

Maribel De La Torre, Development Director

Bachelor's Degree, University of California, Berkeley
Nine years of local government experience, at GHCHS since 2010

Karla Diamond, Human Resources Manager

Associate of Arts, Los Angeles Mission College
23 years of Small Business/School experience, at GHCHS since 1995

James W. Sallin, GHCHS Governing Board Chair

Bachelor of Business Administration/Finance, Brigham Young University
Executive Vice President, Pacific Western Bank
GHCHS Governing Board member since 2006

Janet Alston Jackson, GHCHS Governing Board Member

Bachelor's Degree in Broadcast Journalism, California State University San Jose
Publicist, Writer, Non-Profit Business Owner
Former GHCHS Parent, Community Liaison

Lorene Dixon, GHCHS Parent

Financial Professional
Northridge resident

APPENDIX 20

**ARTICLES OF INCORPORATION
OF
VALLEY REGION HIGH SCHOOL #4
(A California Nonprofit Public Benefit Corporation)**

I.

The name of the Corporation shall be Valley Region High School #4.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Valley Region High School #4.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney, Esq.
Middleton, Young & Minney, LLP
701 University Ave., Ste 150
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall insure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

APPENDIX 20

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated:

11/24/10



Jim Salm, CRCHS Board of Directors Chair

APPENDIX 21
BYLAWS
OF
VALLEY REGION HIGH SCHOOL #4
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is Valley Region High School #4.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is Los Angeles County, State of California. The Statutory Member may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Statutory Member may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote Valley Region High School #4. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(e)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all

APPENDIX 21

properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI MEMBERSHIP

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Granada Hills Charter High School, shall be the sole statutory member of this Corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. RIGHTS OF STATUTORY MEMBER. The Statutory Member (as defined in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors and to remove members of the Board of Directors, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committee, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, except the President, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

APPENDIX 21

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall be designated by the Statutory Member.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. The initial Board of Directors shall serve staggered two (2) and three (3) year terms as drawn by lot.

Section 4. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 5. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Approve, repeal or amend the Bylaws;
- b. Appoint or remove any member of the Board of Directors; or
- c. Seek a material amendment to the Valley Region High School # 4 Charter pursuant to Education Code section 47607. Valley Region High School # 4 may not make any material amendments to the Valley Region High School # 4 Charter at any time, including, but not limited to, before submission of the Charter to the granting authority or upon renewal, without the prior written approval of the Statutory Member. (The term "material," includes, for example, changes to the governance structure of Valley Region High School #4 as indicated in the Charter)

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the Statutory Member, at any meeting of the Statutory Member at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Statutory Member may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS. A Director may only be removed by the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 10. VACANCIES FILLED BY STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by the Statutory Member.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

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Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Prior notice of all meetings shall be provided to the Statutory Member.

The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting and shall provide a copy of the agenda to the Statutory Member.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the Statutory Member, each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

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- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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- b. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

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Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH MEMBERS

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Section 1. **CONTRACTS WITH MEMBERS.** The Corporation shall comply with applicable federal and state anti-self dealing and conflict of interest laws.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Valley Region High School # 4 Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (c) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board, which shall also be promptly provided to the Statutory Member; and

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- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** The Statutory Member and every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, the Statutory Member and any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or director's interest as a director. Any such inspection and copying may be made in person or by the Statutory Member or director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to the Statutory Member and all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more

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than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Statutory Member may adopt, amend or repeal any of these Bylaws, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any law. These Bylaws may only be adopted, amended or repealed by the Statutory Member.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Valley Region High School # 4, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Secretary

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VRHS&M Financial Model 2011-12 MULTI-YEAR BUDGET PROJECTIONS

MULTI-YEAR BUDGET PROJECTIONS	Startup	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
		Total	Total	Total	Total	Total
Grade 9		300	300	300	300	300
Grade 10		300	300	300	300	300
Grade 11		300	300	300	300	300
Grade 12		0	300	300	300	300
Student Enrollment		999	1,299	1,299	1,299	1,299
ADA		842	1,176	1,176	1,176	1,176
Revenue						
Revenue Limit Sources						
8015 General Purpose For 9-12	0	5,417,244	7,380,239	7,511,512	7,866,263	7,873,081
8015 Portion funded by School District	0	(1,190,700)	(1,817,764)	(1,881,104)	(1,888,208)	(1,773,484)
TTL Revenue Limit Sources	0	4,226,544	5,742,484	5,630,308	5,998,057	6,142,597
Federal Revenue						
8180 NCLB Title I	0	379,460	372,600	372,600	372,600	372,600
Federal Nutrition Reimbursement	0	321,754	429,005	429,005	429,005	429,005
8181 IDEA-Special Education	0	174,600	237,221	242,112	247,689	253,752
8290 Other Federal Income- Title III LEP	0	21,375	29,842	29,842	30,324	31,085
TTL Federal Income	0	777,179	1,037,673	1,073,387	1,079,028	1,086,422
Other State Revenue						
8321 Special Ed. Master Plan Current Year	0	653,014	751,382	768,846	784,543	803,714
State Nutrition Reimbursement	0	18,382	24,523	24,523	24,523	24,523
Tier III Programs	0	140,238	196,537	194,483	198,561	203,813
8480 Categorical Block Grant K-12	0	352,000	479,208	489,296	500,508	512,758
8490 In Lieu of Economic Impact Aid	0	269,047	291,247	428,598	409,598	408,598
8560 State Lottery Income	0	110,250	147,000	147,000	147,000	147,000
TTL Other State Revenue	0	1,434,341	1,894,000	2,031,844	2,085,718	2,101,381
Other Local Revenue						
8790 From Districts - In Lieu of Property Taxes	0	1,190,700	1,817,764	1,881,104	1,888,208	1,773,484
8790 Cafeteria Sales	0	167,000	223,440	223,440	223,440	223,440
8790 Other - Grants/Donation	0	226,000	260,000	190,000	0	0
8790 Other - Financing	650,000	0	0	0	0	0
8790 Other Local Revenue		40,000	40,000	40,000	40,000	40,000
TTL Other Local Revenue	650,000	1,833,200	2,081,304	2,084,544	1,982,648	1,963,324
TOTAL REVENUE		650,000	1,831,544	19,770,044	11,886,982	11,983,485

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**VRHSMS Financial Model 2011-12
MULTI-YEAR BUDGET PROJECTIONS**

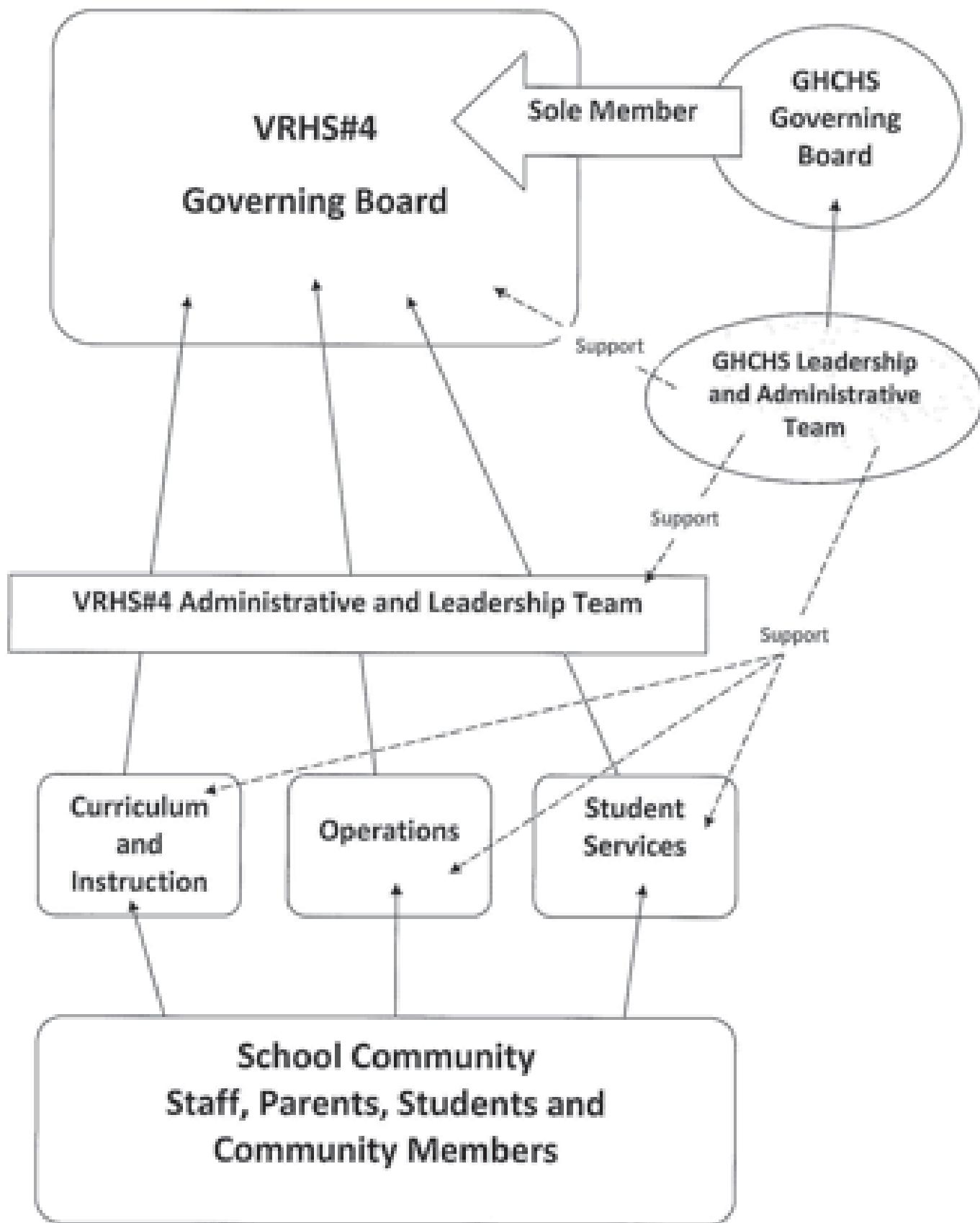
MULTI-YEAR BUDGET PROJECTIONS	Startup	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
		Total		Total	Total	Total
Expenditure						
Certificated Salaries						
1100 Teachers' Salaries		2,560,000	3,070,200	3,131,604	3,594,296	3,358,121
1150 Substitute Teachers' Salaries		60,260	71,468	71,468	71,468	71,468
1300 Administrative Team Salaries	31,260	379,000	382,500	390,150	397,553	406,912
1350 Academic Programs Coordinator	0	65,000	86,700	88,434	90,200	92,007
1290 Guidance Counselor	0	160,000	244,800	249,896	254,600	259,794
1290 Deans - Attendance/Discipline	0	180,000	153,000	156,000	159,181	162,365
1290 Library/Media/Technology	0	75,000	76,500	78,030	79,591	81,162
1300 EL Coordinator & Athletics/Activities Coordinator	0	65,000	64,200	65,545	66,866	68,183
1300 Special Ed Coordinator/504/SST	0	65,000	66,700	68,434	69,300	69,507
1600 Nurse/Social Worker	0	70,000	71,400	72,808	74,286	76,776
1650 Special Ed Instructional & Support Staffing	0	260,000	285,000	301,312	307,150	303,591
TTL Certificated Salaries	31,260	3,456,260	4,090,148	4,093,581	4,175,853	4,058,909
Classified Salaries						
2100 Instructional Aides' Salaries - Full-time	0	150,000	153,000	156,000	159,181	162,365
2100 Campus Aides' Salaries	0	60,000	61,800	63,200	64,807	66,595
2300 Office Manager	15,000	60,000	61,200	62,404	63,612	64,846
2400 Office Assistants	0	120,000	163,200	165,484	169,700	173,189
2400 Budget Asst. and Technology Asst.	0	120,000	122,400	124,848	127,246	129,692
2500 Maintenance/Operations/Custodial Salaries	0	160,875	173,273	178,758	180,273	182,878
TTL Classified Salaries	15,000	670,875	754,873	769,768	785,181	802,854
Employee Benefits						
3110 STRS - Institutional	0	171,600	260,292	258,387	263,624	268,796
3120 STRS - Non-Institutional	2,228	159,145	118,743	122,140	124,683	127,075
3160 - TTL STRS	2,278	330,745	379,037	380,498	388,108	395,870
3210 PERS - Institutional	0	16,001	16,282	16,799	17,044	17,284
3220 PERS - Non-Institutional	1,668	50,238	55,584	58,295	62,326	59,282
3260 - TTL PERS	1,668	66,239	72,065	73,507	74,377	76,407
3310 QASDI - Regular Instructional	0	9,200	9,488	9,876	9,829	10,087
3320 QASDI - Regular Non-Instructional	939	32,852	37,261	38,950	39,811	39,882
3360 - TTL QASDI	939	42,052	46,730	47,735	49,650	49,954
3330 Medicare Instructional	0	33,108	47,773	48,708	49,861	50,634
3340 Medicare Non-Instructional	671	29,862	30,779	30,368	30,923	31,580
3368 - TTL Medicare	671	62,970	78,543	79,076	80,784	82,216
3410 Health & Welfare Benefits Instructional	0	468,200	686,968	753,217	918,077	1,039,861
3420 Health & Welfare Benefits Non-Instructional	0	295,399	294,159	211,799	290,692	293,337
3460 - TTL Health & Welfare Benefits	0	763,600	981,128	1,165,016	1,241,364	1,330,199
3610 Unemployment Insurance - Instructional	0	16,439	23,722	24,196	24,669	25,142
3620 Unemployment Insurance - Non-Instructional	48	4,062	6,138	6,939	6,790	6,929
3660 - TTL Unemployment Insurance	48	21,362	30,000	30,794	31,399	32,017
3610 Workers Compensation - Instructional	0	39,958	57,867	58,765	60,930	61,110
3620 Workers Compensation - Non-Instructional	72	6,023	8,272	8,591	8,621	8,752
3660 - TTL Workers' Compensation	72	45,981	64,939	66,286	68,557	67,873
3610 Other Employee Benefits - Instructional	0	21,234	30,641	31,240	31,892	32,475
3620 Other Employee Benefits - Non-Instructional	25	2,838	3,882	4,026	4,156	4,188
3660 - TTL Other Employee Benefits	24	24,171	34,523	36,266	35,986	36,663
TTL Employee Benefits	5,355	1,262,235	1,676,362	1,817,365	1,987,797	2,130,316

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VRHSISI Financial Model 2011-16 MULTI-YEAR BUDGET PROJECTIONS

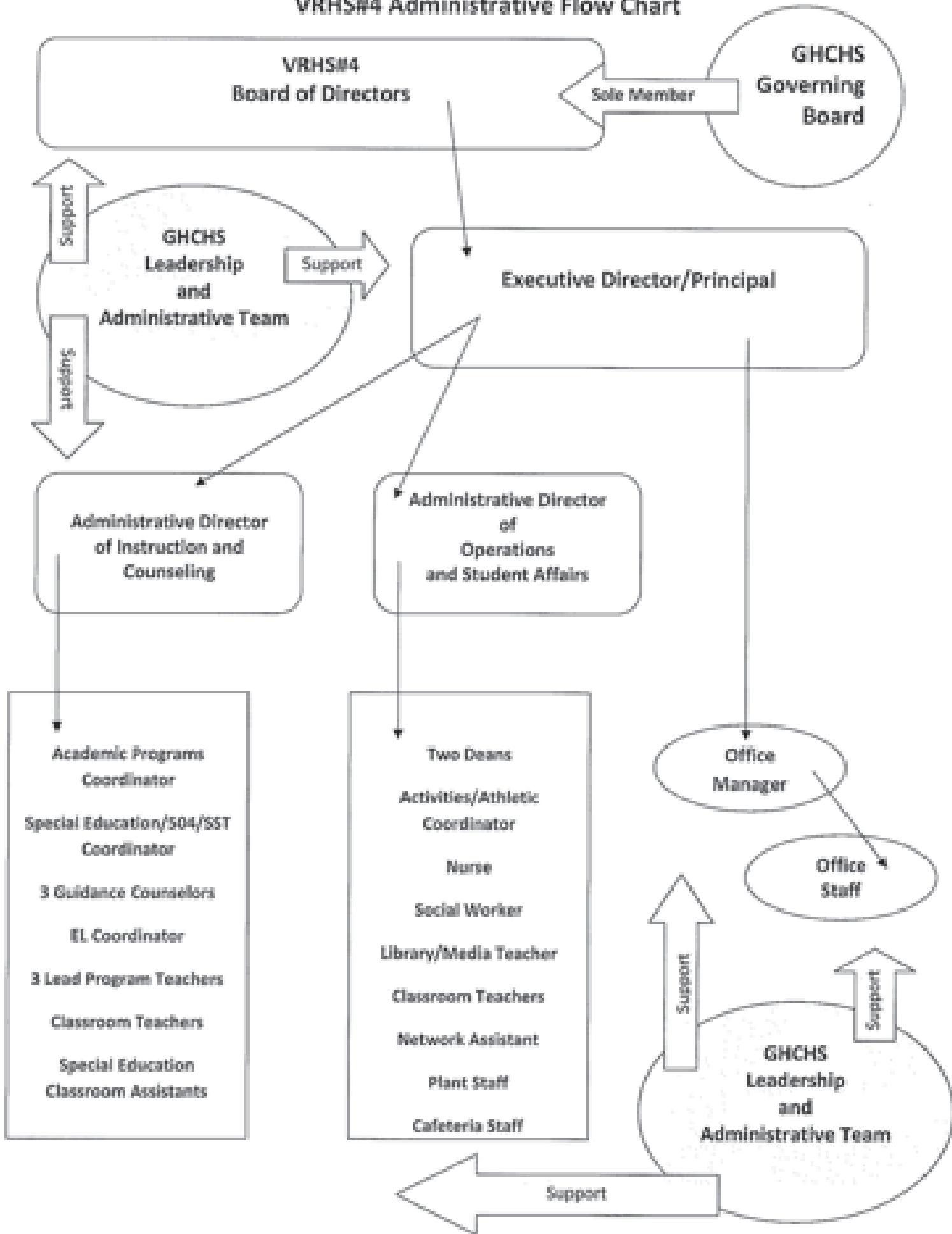
MULTI-YEAR BUDGET PROJECTIONS	Startup	2011-2012	2012-2013 Total	2013-2014 Total	2014-2015 Total	2015-16 Total
Books and Supplies						
4100 Textbooks	450,000	150,000	25,000	25,000	25,000	25,525
4200 Books other than Textbooks	0	45,000	61,500	62,424	62,572	64,945
4310 Instructional Materials and Supplies	27,000	121,500	160,000	160,000	160,000	160,000
4400 Noncapitalized Equipment	40,000	76,000	60,000	51,060	52,122	53,217
4500 Other Supplies	10,000	116,800	161,568	164,799	168,095	171,457
4700 Food Service Operations	0	533,218	646,432	671,432	696,432	698,432
TTL Books and Supplies	527,000	1,038,516	1,084,266	1,124,705	1,165,302	1,181,397
Services, Other Operating Expenses						
5100 Services of Instructional Consultants, Coaches, etc	0	45,000	61,200	62,424	62,572	64,945
5200 Travel and Conferences	0	20,000	20,430	20,949	21,287	21,734
5300 Dues and Memberships	0	8,000	12,340	12,495	12,734	12,899
5400 Insurance	0	26,000	27,980	29,214	30,868	32,824
5500 Utilities & Housekeeping	0	40,000	40,840	41,688	42,573	43,467
5600 Rentals, Leases, and Repairs (Equipment)	0	20,000	20,420	20,849	21,287	21,734
5800 Services (Legal, Audit, Other)	0	15,000	15,315	15,637	15,883	16,000
5900 Contract: Overnight Security	0	50,000	51,050	52,122	52,217	54,324
5900 Contract: School Police Officer	100,000	102,100	104,244	106,450	108,688	
5990 Contracted Meal Services		381,375	538,375	528,375	528,375	528,375
5910 Services (Finance & Business Services)	0	100,100	105,288	105,626	105,541	107,791
5860 Other Services and Operating Expenditures	0	20,000	20,420	20,849	21,287	21,734
TTL Services and Other Operating Expenses	0	826,547	1,088,228	1,084,359	1,109,307	1,134,807
Direct Support/Indirect Costs						
7210 Interest Expense for Revolving Loan		10,000	17,400	6,400	-	-
7380 Special Education Fair Share Contribution		291,048	295,434	403,583	412,897	422,988
7380-District Oversight Fee (7% of all revenue)	-	57,700	78,260	80,011	81,898	83,858
7380 District Facility Fee (1.5%)	0	86,551	117,550	120,017	122,787	125,767
TTL Direct Support/Indirect Costs	0	454,707	606,223	612,011	617,341	632,001
TOTAL EXPENDITURES	529,110	1,718,739	1,784,433	1,809,138	16,710,091	16,731,797
BUDGET	70,826	363,790	891,111	890,788	892,938	893,937
Additional Reserves						
Required Reserves - Operating	28,969	366,913	489,222	1,009,160	1,041,089	1,073,071
Existing Reserves	0	28,969	366,913	489,222	1,009,160	1,041,089
TTL Additional Required Reserves	28,969	366,913	103,309	518,308	31,029	31,562
NET AFTER RESERVES	41,852	164,797	887,952	410,081	890,029	891,315
Loan Repayment		70,000	200,000	200,000	0	0
NET AFTER DEBT SERVICE & LOAN REPAYMENT	41,852	(14,102)	687,952	130,081	890,029	891,315
Beginning Fund Balance		70,826	363,814	1,004,736	1,713,479	2,398,937
Ending Fund Balance		70,826	363,854	1,004,736	1,713,479	2,398,937

VRHS #4 Governance Flow Chart



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VRHS#4 Administrative Flow Chart



FIXED TERM CERTIFICATED EMPLOYMENT AGREEMENT
VALLEY REGION HIGH SCHOOL #4
&
[INSERT CERTIFICATED EMPLOYEE NAME]

THIS EMPLOYMENT AGREEMENT ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board ("Board") of Valley Region High School ("VRHS#4"), a California public charter school approved by the Los Angeles Unified School District ("District"). The Board desires to hire employees who will assist VRHS#4 in achieving the goals and meeting the requirements of VRHS#4's charter. The parties recognize that VRHS#4 is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992. The Board desires to engage the services of the Employee for purposes of assisting VRHS#4 in implementing its purposes, policies, and procedures.

WHEREAS, VRHS#4 and Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. VRHS#4 has been established and operates pursuant to the Charter Schools Act of 1992, Education Code section 47600, *et seq.* VRHS#4 has been duly approved by the County, according to the laws of the State of California.
2. Pursuant to Education Code section 47604, VRHS#4 has elected to be formed and to operate as a non-profit public benefit corporation pursuant to the Non-profit Public Benefit Corporation Law of California (Part 2, commencing with section 5110 *et seq.* of the Corporations Code). As such, VRHS#4 is considered a separate legal entity from the District, which granted the charter. The District shall not be liable for any debts and obligations of VRHS#4, and the employee signing below expressly recognizes that he/she is being employed by VRHS#4 and not the District.
3. Pursuant to Education Code section 47610, VRHS#4 must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. VRHS#4 shall be deemed the exclusive public school employer of the employees at VRHS#4 for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. Duties

Employee will perform such duties as VRHS#4 may reasonably assign and Employee will abide

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by all School policies and procedures as adopted and amended from time to time. Employee further agrees to abide by the provisions of VRHS#4's charter.

A copy of the job description for the above position is attached hereto and incorporated by reference herein. These duties may be amended from time to time in the sole discretion of VRHS#4.

2. Term/Workyear

Subject to Sections "C" and "D" herein, VRHS#4 hereby employs Employee for the 2011-2012 school year, commencing on August 3, 2011 and ending June 30, 2012. During the school year, there shall be 196 workdays [189 instructional days and 7 pupil free days] which the Employee shall work consistent with the applicable calendar of workdays for this position.

3. Workday

The current workday shall be 7:25 a.m. to 3:40 p.m. As an employee who is exempt from state and federal overtime law, Employee understands the workday noted herein is that time for which the Employee shall be directly available and/or engaged in instruction. However, as a professional Employee understands there will be additional time required to satisfactorily perform the duties of the position.

4. Compensation

Employee will receive a salary of \$ [INSERT] paid [monthly, bi-weekly, weekly] from which the Board shall withhold all statutory and other authorized deductions.

5. Employee Benefits/Sick Leave

Employee shall be entitled to participate in designated employee benefit programs and plans established by VRHS#4 (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by VRHS#4 in its sole discretion.

Employee shall receive 10 days paid sick leave per school year, and will have entitlement to other leaves as specified in the Employment Handbook.

6. Performance Evaluation

Employee shall be evaluated under the [Teacher Effectiveness Evaluation & Compensation System], a copy of which is attached hereto and incorporated by reference.

Failure to evaluate Employee shall not prevent VRHS#4 from disciplining or dismissing Employee in accordance with this Agreement.

7. Employee Rights

Employment rights and benefits for employment at VRHS#4 shall only be as specified in this Employment Agreement, VRHS#4's charter, the Charter Schools Act and VRHS#4's Employee Handbook, which from time to time may be amended and modified by VRHS#4.

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8. Licensure

Employee understands that employment is contingent upon verification and maintenance of any required licensure and/or credentials.

9. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

10. Fingerprinting/TB Clearance

Fingerprint clearance for Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. Employee will be required to assume the cost of all fees related to the fingerprinting process. Employee will be required to submit evidence from a licensed physician that he/she was found to be free from active tuberculosis. Both clearances need to be in place prior to the first day of service.

11. Conflicts of Interest

Employee understands that, while employed at the School, he or she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his/her employment with VRHS#4.

12. Outside Professional Activities

Upon obtaining prior written approval of the Executive Director, the Employee may undertake for consideration outside professional activities, including consulting, speaking, and writing. The outside activities shall not occur during regular work hours. VRHS#4 shall in no way be responsible for any expenses attendant to the performance of such outside activities.

C. TERMINATION OF AGREEMENT

This Agreement may be terminated by any of the following:

1. **Termination For Cause:** Employee may be terminated by the Board at any time during the contract for cause. In addition, Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include, but is not

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limited to, breach of this Agreement, any ground enumerated in the Personnel Policies, or Employee's failure to perform his/her duties as set forth in this Agreement, as defined by law, or as specified in the above-mentioned and incorporated by reference job specification.

The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon Employee. Employee shall have the right to a representative of his/her choice at a conference with the responsible administrator or Board. Such conference shall be Employee's exclusive right to any hearing otherwise required by law. Any decision regarding termination shall be final.

2. **Revocation/Nonrenewal of Charter:** In the event that the VRHS#4 charter is either revoked or nonrenewed, this Agreement shall terminate immediately upon the effective date of the revocation/nonrenewal of the charter, and without the need for the process outlined in Section b above.
3. **Death or Incapacitation of Employee:** The death of Employee shall terminate this Agreement and all rights provided under this Agreement. In the event that Employee becomes incapacitated to the extent that, in the judgment of the Board, Employee may no longer perform the essential functions of his/her job with or without reasonable accommodation, as set forth in the job specifications, the Board may terminate this Agreement.

D. **NON-RENEWAL/EXPIRATION OF TERM:** The Board may elect not to offer future employment agreements to Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

E. GENERAL PROVISIONS

1. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

2. Assignment

The rights and obligations of the respective parties under the Agreement will inure to the benefit of and will be binding upon the heirs, legal representatives, successors and assigns of the parties hereto; provided, however, that this Agreement will not be assignable by either party without prior written consent of the other party.

3. Governing Law

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California.

4. Partial Invalidity

If any provision of this Agreement is found to be invalid or unenforceable by any court, the remaining provisions herein will remain in effect unless such partial invalidity or unenforceability would defeat an essential business purpose of the Agreement.

APPENDIX 25

E. ACCEPTANCE OF EMPLOYMENT

By signing below, the Employee declares as follows:

1. I have read this Agreement and accept employment with VRHS#4 on the terms specified herein.
2. All information I have provided to VRHS#4 related to my employment is true and accurate.
3. This is the entire agreement between VRHS#4 and me regarding the terms and conditions of my employment. This is a final and complete agreement and there are no other agreements, oral or written, express or implied, concerning the subject matter of this Agreement.

Employee Signature: _____ Date: _____

Address: _____

Telephone: _____ Social Security Number: _____

VRHS#4 Approval:

Date: _____ Executive Director, VRHS#4

*This Employment Agreement is subject to ratification and approval
by the Governing Board of VRHS#4.*

APPENDIX 26

VALLEY REGION HIGH SCHOOL #4

EXECUTIVE DIRECTOR/PRINCIPAL EVALUATION PROCEDURES

The Executive Director/Principal will be hired by the Board of Directors with an annual renewable contract based on results of the annual performance evaluation. The Executive Director/Principal will be responsible for and have the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

VRHS #4 will monitor, document, evaluate and publish implementation results and student outcome results. Ongoing evaluation will serve to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, will inform parents and the community on the degree to which VRHS #4 is achieving its stated goals for individual students.

Performance Metrics for Accountability

Weighted metrics for VRHS #4, are linked to performance compensation incentives and consequences to measure progress as follows:

Performance Metrics for VRHS#4

1.	<u>Academic Achievement</u> : Each year, VRHS #4 and subgroups will meet annual API growth targets.	10%
2.	<u>Academic Achievement</u> : Each year, VRHS #4 will increase the percentage of students performing at proficient or above levels on California Standards Tests.	10%
3.	<u>Academic Achievement</u> : 90% of students will take and pass the CAHSEE exam (English and Math) in the 10 th grade.	5%
4.	<u>Achievement Gap</u> : In English/language arts and mathematics, the school-wide average proficiency rates by year #4 are higher than the county and statewide proficiency rates.	5%
5.	<u>Graduation Rate</u> : 95% of the students enrolled as 9th graders graduate within four years.	10%
6.	<u>College-Attendance</u> : 95% of the VRHS #4 graduates attend two- or four-year colleges.	10%
7.	<u>College-Readiness</u> : Less than 15% of high school graduates attending college are enrolled in remedial (i.e. non-credit bearing) courses in English or math as measured by the EAP or other college readiness instruments.	10%
8.	<u>Instructional Quality</u> : Classrooms consistently reflect rigorous standards-based instruction.	10%
9.	<u>Attendance</u> : The average daily student attendance will be at least 95%.	5%
10.	<u>Enrollment</u> : The average enrollment will be at least 95% of the budgeted number of students by Noms date.	5%
11.	<u>Fiscal Health</u> : External audit reports will be strong, and by the end of year #3 a 10% reserve will be established.	10%
11.	<u>Satisfaction</u> : Stakeholders will rate the school, on average, at least 4.0 out of a 5.0 point scale on a satisfaction survey.	5%

APPENDIX 26

12.	Parent Engagement: 75% of parents will attend scheduled parent conferences and actively monitor student performance on the online access center.	5%
	TOTAL.	100%

Enabling Metrics for VRHS#4

The Governing Board ("Board") believes that an annual evaluation of the Executive Director/Principal's performance serves to measure the School's progress toward established goals and objectives and strengthens working relationships between the Executive Director/Principal and the Board. Evaluations should provide commendations in areas of strength and recommendations for improving effectiveness, thus clarifying the Executive Director/Principal's role and giving the Board and Executive Director/Principal an opportunity to jointly identify priorities among the Executive Director/Principal's many responsibilities. Evaluations also should help the Board to set reasonable criteria for salary increases and/or contract extensions.

Performance Objectives

The Board and Executive Director/Principal shall annually agree upon a limited number of objectives which shall be used to evaluate the Executive Director/Principal's performance. These objectives shall reflect established goals and needs of the School with regard to the educational program, personnel, operations, management, community relations, Board-Executive Director/Principal relations, and professional leadership. For each objective, the Board and Executive Director/Principal shall identify in writing the activities to be performed, expected results and timelines, and resources or constraints which may affect achievement.

Evaluation Process

Once a year, each Board member shall independently rate the Executive Director/Principal's performance in each performance objective.

The Board President or designee shall compile the evaluations with all written comments intact. This composite evaluation shall be given to the Executive Director/Principal.

The Board shall meet in closed session with the Executive Director/Principal to discuss the evaluation. The Executive Director/Principal and Board members shall agree upon and sign an evaluation summary.

The Executive Director/Principal and Board President shall examine dates specified in the Executive Director/Principal's contract and shall establish an appropriate schedule for the annual evaluation process and annual setting of performance objectives.

Additional evaluations may be arranged at any time during the year at the request of either the Board or the Executive Director/Principal.

APPENDIX 27

FINAL TEACHER EVALUATION SUMMARY

Teacher _____ School _____ Subject Area _____

Date(s) of Classroom Observations: _____; _____; _____; _____

Date of Evaluation Conference _____

1.0. ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

- | | | |
|------|--|------|
| 1.1. | Uses Essential Elements of Effective Instruction by monitoring and adjusting instruction, using principles of learning, selecting objectives at the correct level of difficulty and teaching to an objective | 4321 |
| 1.2. | Connects students' prior knowledge, life experiences and interests with learning goals | 4321 |
| 1.3. | Uses a variety of instructional strategies to elicit desired behaviors throughout various stages of cognition (knowledge, comprehension, application, analysis, synthesis, evaluation) | 4321 |
| 1.4. | Facilitates learning experiences that promote independence, interaction, and choice | 4321 |
| 1.5. | Engages students in problem solving, critical thinking, and other activities | 4321 |
| 1.6. | Promotes self-directed, reflective learning for all students | 4321 |

2.0. CREATES AND MAINTAINS EFFECTIVE LEARNING ENVIRONMENTS

- | | | |
|------|---|------|
| 2.1. | Creates a physical environment that engages all students | 4321 |
| 2.2. | Establishes a climate that promotes fairness and respect | 4321 |
| 2.3. | Promotes social development and group responsibility | 4321 |
| 2.4. | Establishes and maintains standards for student behavior | 4321 |
| 2.5. | Places student work on bulletin boards to create pride in achievement | 4321 |
| 2.6. | Uses instructional time effectively | 4321 |

3.0. UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING

- | | | |
|------|--|------|
| 3.1. | Demonstrates knowledge of subject matter and sequences essential steps in the learning process (task analysis) | 4321 |
| 3.2. | Relates concepts and information within and across subject matter areas | 4321 |
| 3.3. | Develops student understanding through appropriate instructional strategies | 4321 |
| 3.4. | Uses material, resources and technology to make subject matter accessible to students | 4321 |
| 3.5. | Teaches rigorous lessons aligned to essential standards for subject | 4321 |

4.0. PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

- | | | |
|------|---|------|
| 4.1. | Draws on and values students' backgrounds, interests, and developmental learning needs | 4321 |
| 4.2. | Establishes and articulates goals for student learning | 4321 |
| 4.3. | Develops and sequences instructional activities and materials for student learning | 4321 |
| 4.4. | Modifies instructional plans to adjust for student needs by eliciting, checking and interpreting overt behaviors and acting on those interpretations (monitoring and adjusting) | 4321 |

5.0. ASSESSES STUDENT LEARNING

- | | | |
|------|--|------|
| 5.1. | Establishes and communicates learning goals/objectives for all students at the correct level of difficulty | 4321 |
| 5.2. | Uses formative & summative classroom data including Alliance quarterly benchmark data to guide instruction | 4321 |
| 5.3. | Collects and uses multiple sources of information as data to assess student learning | 4321 |
| 5.4. | Involves and guides all students in assessing their own learning | 4321 |
| 5.5. | Uses assessment of student work to guide instruction 5.6. Communicates effectively with students, families, and other audiences about student progress | 4321 |

6.0. PROFESSIONALISM

- | | | |
|------|--|------|
| 6.1. | Reflects on teaching practice and plans professional development | 4321 |
|------|--|------|

APPENDIX 27

6.2. Establishes professional goals and pursues opportunities to grow professionally	4321
6.3. Accepts constructive criticism and strives to improve by seeking advice and assistance	4321
6.4. Works with families and communities to provide optimal learning opportunities for students	4321
6.5. Adheres to professional standards (i.e. attendance/punctuality, timely completion of required reports, adherence to dress codes, etc.)	4321
Refer to Teacher Agreement	

TOTAL SCORE: _____

The employee total score shall be utilized in determining any annual individual gross salary increases.

Meets standards for VRHS #4 continued employment. Does not meet standards for VRHS #4 continued employment.

Evaluator's Signature: _____

Employee's Signature: _____

Evaluator's Name (typed) _____

Employee's Name (typed) _____

Evaluator's Title: _____

Distribution: Original to employee; Copy 1 to Home Office; Copy 2 for school file

APPENDIX 27

FINAL TEACHER EVALUATION SUMMARY: COMMENTS

- Directions:** (1) After rating teacher based on observations and performance, annotate specific commendations in the appropriate space below.
(2) For all "Needs Improvement" or "Unsatisfactory" rating there must be evaluator comment(s) in the space provided.

1.A. ENGAGES AND SUPPORTS ALL STUDENTS IN LEARNING

2.B. CREATES AND MAINTAINS EFFECTIVE LEARNING ENVIRONMENTS

3.C. UNDERSTANDS AND ORGANIZES SUBJECT MATTER FOR STUDENT LEARNING

4.D. PLANS INSTRUCTION AND DESIGNS LEARNING EXPERIENCES FOR ALL STUDENTS

5.E. ASSESSES STUDENT LEARNING

6.F. PROFESSIONALISM

Improvement Plan

Evaluator's Signature: _____ Employer's Signature: _____

Evaluator's Name (typed) _____ Employee's Name (typed) _____

Evaluator's Title _____

Distribution: Original to employee; Copy 1 to Home Office; Copy 2 for school file

APPENDIX 28

VRHS #4 Proposed Calendar and Bell Schedules

Beginning/Ending Dates	Holidays and Breaks		Professional Development Days
First Semester August 8, 2011	Labor Day Rosh Hashanah	September 5, 2011 September 29, 2011	Pupil Free Days August 3, 4, 5, 2011
Second Semester January 10, 2012	Veterans Day Thanksgiving Winter Break	November 11, 2011 November 24, 25, 2011 Dec. 19 – Jan. 6, 2012	October 5, 2011 January 9, 2012 March 21, 2012 June 11, 2012
Last Day of School June 8, 2012	MLK, Jr. Day Presidents Day Spring Break Memorial Day	January 16, 2012 February 20, 2012 April 2-6, 2012 May 28, 2012	PD Days-Early Dismissal August 16 & 30, 2011 September 13 & 27, 2011 October 18, 2011 November 8 & 29, 2011 December 6, 2011 January 24, 2012 February 7 & 28, 2012 March 13, 2012 April 17, 2012 May 1 & 15 & 29, 2012
189 Days of Instruction			

Regular Day: 410 Instructional Minutes per day
(counting 5 minute pass, not counting lunch and nutrition)

Staff Collaboration	7:30-7:50	(30 minutes)
Period 1	8:00 – 8:54	(54 minutes)
Period 2	8:59 – 9:53	(54 minutes)
Nutrition	9:55 – 10:05	(10 minutes)
Period 3	10:10 – 11:04	(54 minutes)
Period 4	11:09 – 12:03	(54 minutes)
Period 5	12:08 – 1:02	(54 minutes)
Lunch	1:03 – 1:32	(30 minutes)
Period 6	1:37 – 2:31	(54 minutes)
Period 7	2:36 – 3:30	(54 minutes)

Early Dismissal: 275 Instructional Minutes per day
(counting 5 minute pass, not counting lunch and nutrition)

Staff Collaboration	7:30-7:50	(30 minutes)
Period 1	8:00 – 8:35	(35 minutes)
Period 2	8:40 – 9:15	(35 minutes)
Period 3	9:20 – 9:55	(35 minutes)
BRUNCH	9:55 – 10:15	(20 minutes)
Period 4	10:20 – 10:55	(35 minutes)
Period 5	11:00 – 11:35	(35 minutes)
Period 6	11:40 – 12:15	(35 minutes)
Period 7	12:20 – 12:55	(35 minutes)
STAFF LUNCH	1:00 – 1:30	(30 minutes)
PROF. DEV.	1:30 – 3:30	(120 minutes)

GUIDING PRINCIPLES

Increase Instructional Time:

- Additional class period each day
- Longer school day (periods 1-7) 410 minutes
- Longer school year (up to 190 days)
- 9000+ more instructional minutes than State requirement

Personalized Learning Through:

- Regular structured advisory groups
- Smaller class size (30:1)

Provide consistent time for teacher planning and professional development (team, curricular, total school):

- Daily morning collaboration for 20 minutes
- Bi-monthly professional development for two hours on select Tuesdays (16 Tuesdays per year)
- 6 Pupil Free Staff PD/Training days (3 before 1st semester, 1 in Fall, 1 before 2nd semester, 1 in Spring)

NOTES:

State Instructional Minutes requirement: 64,800 min

- Instructional Minutes per class/year: 10,581 min (159 RD x 59 min = 9381; 30 ED x 40 min = 1200) or 176.35 hours per class
- Total Instructional Minutes for school: 73,440 min (159 RD x 410 min = 65,190; 30 ED x 275 = 8250)

APPENDIX 29

APPENDIX 29

Cahill High School Second Year Block	Cahill High Second Year Block	Day 1: ELA Tuesday March	Day 2: Mathematics Wednesday March	Day 3: Science Thursday March	Day 4: Social Studies Friday March
Statewide Testing March	Statewide Testing March	11:11	Testing window March/April	11	Testing window March/April
CAHSEE Test May	CAHSEE Test May	11:12	Testing window May	11:12	Testing window May
AP English May	AP English May	11:12	Testing window May	11:12	Testing window May

CAHSEE, CAEP, and CCRPI tests were used for the Primary outcome.

CAHSEE, CAEP, and CCRPI tests were used for the Primary outcome.

The time of testing:
both sections of the test. Session 1 is a score of 250 or
degree by the number of high school credits the student has earned at
the time of testing.

Two CMA is available to students with an IEP.
CMA is an alternative assessment to the CAHSEE, CAEP,
or CCRPI tests of an IEP or 504 Plan recognition may apply to Cahill High School.

Students Testing is administered in the last four days of
each semester.

In April 11 students participate in the CAHSEE, CAEP,
or CCRPI tests of an IEP or 504 Plan recognition may apply to Cahill High School.

Students Testing is conducted in the first few days of
each semester.

Students Testing is conducted in the first few days of
each semester.

Students Testing is conducted in the first few days of
each semester.

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each semester.

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each semester.

Students Testing is conducted in the first few days of
each semester.

Valley Region Charter High School#4

High School Graduation Subject Requirements

(A course is considered year-long, A/B)



Graduation Requirements and Course Sequences

All students must accumulate a minimum of 270 credits in grades nine through twelve and meet proficiency standards as determined by the State of California to graduate with a diploma.

Students must take the following required coursework:

English (English 9 AB, 10 AB, American Lit/Comp AB and English 12 AB)	40 credits
College Preparatory Math*	20-30 credits
Laboratory Science	
Biological Science AB	10 credits
Physical Science AB	10 credits
Social Science	
World History AB**	10 credits
United States History AB	10 credits
Economics	5 credits
Principles of American Democracy	5 credits
Visual Performing Arts AB (annualized sequence)	10 credits
World Languages and Cultures AB***	10-20 credits
Local Option or other VRHS# 4 approved courses	10 credits
Physical Education/Health	20 credits
Electives including Enrichment Seminar	90-110 credits
TOTAL.	270 credits

*Minimum of 20 credits, which include Algebra 2 and Geometry. 20 credits required for students starting Algebra 1 in the 9th grade, meeting UC/CSU "C" admission requirement.

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

***Minimum of 10 credits if a year-long course has been passed in middle school; 20 credits if starting first year level in the 9th grade. Two consecutive years of the same language or one year of a heritage language, meeting UC/CSU "B" admission requirement.

Students must complete the Summer Transition Academy Program and participate in all standardized testing. Beginning with the Class of 2012, students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (A-G subject requirements). Students must also successfully pass both sections of the California High School Exit Exam to earn a CHSCE diploma. Credit may only be earned in classes not previously passed. Credit is not given if classes are taken to raise a grade from a "D" or above. Repeat classes do not replace previously earned grades (including P.E. and Performing Arts) and will not be given double credit; therefore, all grades are averaged for determination of GPA. Students taking honors and Advanced Placement courses will earn extra grade points as determined by the CHSCE Governing Board. A maximum of ten (10) credits may be earned for School Service toward graduation. Students are to be enrolled in no more than one school service course per semester.

NCAA has specific requirements that must be observed and should be discussed with your child's counselor.

UC/CSU Admission Requirements

Must pass courses with a grade of "C" or better in order to meet minimum admission requirements.

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

Highly competitive universities recommend that students take a more rigorous academic schedule than these minimum requirements.

**A-G courses taken in 8th grade may meet graduation course requirements. However, 8th grade credits will not be granted and 8th grade GPA will not be calculated into the high school GPA.

An Independent Public School

APPENDIX 31

SAS Students must obtain Honors/accelerated course selections requirements and can access course selections through all pathways

Proposed 9th and 10th Grade Program Course Selections

A ¹ - 9 th Grade Arts Program CP and SAS Curriculum	S ¹ - 9 th Grade Science and Sustainability CP and SAS Curriculum	C ¹ - 9 th Grade Commerce, Culture and Communication CP and SAS Curriculum	A ¹ - 10 th Grade Arts Program CP and SAS Curriculum	S ¹ - 10 th Grade Science and Sustainability CP and SAS Curriculum	C ¹ - 10 th Grade Commerce, Culture and Communication CP and SAS Curriculum
<input type="checkbox"/> English 9 AB <input type="checkbox"/> H English 9 AB <input type="checkbox"/> ESL 1/2 or <input type="checkbox"/> ESL 3/4	<input type="checkbox"/> English 9 AB <input type="checkbox"/> H English 9 AB <input type="checkbox"/> ESL 1/2 or <input type="checkbox"/> ESL 3/4	<input type="checkbox"/> English 9 AB <input type="checkbox"/> H English 9 AB <input type="checkbox"/> ESL 1/2 or <input type="checkbox"/> ESL 3/4	<input type="checkbox"/> English 10 AB <input type="checkbox"/> H English 10 AB	<input type="checkbox"/> English 10 AB <input type="checkbox"/> H English 10 AB	<input type="checkbox"/> English 10 AB <input type="checkbox"/> H English 10 AB
<input type="checkbox"/> Algebra 1 AB <input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> H Alg 2 AB/Tri <input type="checkbox"/> Geometry AB	<input type="checkbox"/> Algebra 1 AB <input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> H Alg 2 AB/Tri <input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra 1 AB <input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> H Alg 2 AB/Tri <input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> Tri/H Math Analysis	<input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> Tri/H Math Analysis	<input type="checkbox"/> Algebra 2 AB <input type="checkbox"/> Geometry AB <input type="checkbox"/> Tri/H Math Analysis
<input type="checkbox"/> Physical Ed/Health <input type="checkbox"/> Dance/Health <input type="checkbox"/> Foreign Language	<input type="checkbox"/> Physical Ed/Health <input type="checkbox"/> Dance/Health <input type="checkbox"/> Foreign Language	<input type="checkbox"/> Physical Ed/Health <input type="checkbox"/> Dance/Health <input type="checkbox"/> Foreign Language	<input type="checkbox"/> Physical Ed <input type="checkbox"/> Dance	<input type="checkbox"/> Physical Ed <input type="checkbox"/> Dance	<input type="checkbox"/> Physical Ed <input type="checkbox"/> Dance
<input type="checkbox"/> Biology AB <input type="checkbox"/> H Biology AB	<input type="checkbox"/> Biology AB <input type="checkbox"/> H Biology AB	<input type="checkbox"/> Biology AB <input type="checkbox"/> H Biology AB	<input type="checkbox"/> Chemistry AB <input type="checkbox"/> H Chemistry AB	<input type="checkbox"/> Chemistry AB <input type="checkbox"/> H Chemistry AB	<input type="checkbox"/> Chemistry AB <input type="checkbox"/> H Chemistry AB
Local Options: <input type="checkbox"/> Drawing AB <input type="checkbox"/> Math Technology <input type="checkbox"/> Skills for Success <input type="checkbox"/> Skills for Success (SDP) <input type="checkbox"/> Skills for Success (PSP) <input type="checkbox"/> AP Human Geography	Local Options: <input type="checkbox"/> Drawing to Engineering <input type="checkbox"/> Skills for Success <input type="checkbox"/> Skills for Success (SDP) <input type="checkbox"/> Skills for Success (PSP) <input type="checkbox"/> AP Human Geography	Local Options: <input type="checkbox"/> Geography AB <input type="checkbox"/> Skills for Success <input type="checkbox"/> Skills for Success (SDP) <input type="checkbox"/> Skills for Success (PSP)	<input type="checkbox"/> World History/Geog/ Culture AB <input type="checkbox"/> II World History/Geog/ Culture AB <input type="checkbox"/> AP World History AB <input type="checkbox"/> AP European Hist. AB	<input type="checkbox"/> World History/Geog/ Culture AB <input type="checkbox"/> II World History/Geog/ Culture AB <input type="checkbox"/> AP World History AB <input type="checkbox"/> AP European Hist. AB	<input type="checkbox"/> World History/Geog/ Culture AB <input type="checkbox"/> II World History/Geog/ Culture AB <input type="checkbox"/> AP World History AB <input type="checkbox"/> AP European Hist. AB
Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills	Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills	Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills	Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills	Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills	Enrichment Seminar: <input type="checkbox"/> Personalized Study Skills <input type="checkbox"/> Support, Freshman <input type="checkbox"/> Community Service <input type="checkbox"/> Project, Research & Communication Skills

The 9th and 10th Grade Program focus will be on development of strong foundational skills in math and English.

World Languages: Spanish, Spanish for Spanish Speakers, Korean, Chinese Mandarin or other offerings will be based on student interest and enrollment.

Theme-specific Enrichment: activities, field work, and career exposure will be embedded in coursework to enhance A¹, S² and C³ programs.

After School Enrichment Programs and Workshops will be open to all students in the areas of art, drama, music, technology, robotics and specialized life skills and career training will be determined based on student interest and enrollment.

Detailed course descriptions can be found in the VHSHS Course Catalog.

APPENDIX 31

Proposed 11thth and 12th Grade Program Course Selections

SAS Students must observe Honors accelerated course selection requirements and can excess course selections through all pathways

A ¹ - 11 th Grade Arts Program CP, SAS and IB Curriculum	S ¹ - 11 th Grade Science and Sustainability CP, SAS and IB Curriculum	C ¹ - 11 th Grade Commerce, Culture and Communications CP, SAS and IB Curriculum	A ¹ - 12 th Grade Arts Program CP, SAS and IB Curriculum	S ¹ - 12 th Grade Science and Sustainability CP, SAS and IB Curriculum	C ¹ - 12 th Grade Commerce, Culture and Communications CP, SAS and IB Curriculum
<input type="checkbox"/> A1 Amer. Literature Comp. <input type="checkbox"/> H Amer. Literature Comp. <input type="checkbox"/> AP English Lang & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> IB Art HL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective	<input type="checkbox"/> Amer. Literature Comp. <input type="checkbox"/> H Amer. Literature Comp. <input type="checkbox"/> AP English Lang & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective	<input type="checkbox"/> Amer. Literature Comp. <input type="checkbox"/> H Amer. Literature Comp. <input type="checkbox"/> AP English Lang & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective	<input type="checkbox"/> English 124S <input type="checkbox"/> AP English Lit. & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective	<input type="checkbox"/> English 124S <input type="checkbox"/> AP English Lit. & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective	<input type="checkbox"/> English 124S <input type="checkbox"/> AP English Lit. & Comp. <input type="checkbox"/> IB English HL-J <input type="checkbox"/> A1 SAS Math Honors <input type="checkbox"/> Th HS Math Analysis* <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Calculus BC <input type="checkbox"/> AP Statistics <input type="checkbox"/> IB Math SL HL-J <input type="checkbox"/> Team Sports or <input type="checkbox"/> Dance <input type="checkbox"/> Foreign Language* <input type="checkbox"/> IB Language B HL-J <input type="checkbox"/> IB Ab Initio SL-J <input type="checkbox"/> CP* or CH Physics* <input type="checkbox"/> AP Biology <input type="checkbox"/> AP Chemistry <input type="checkbox"/> AP Environmental Sci. <input type="checkbox"/> IB Biology HL-J <input type="checkbox"/> US History <input type="checkbox"/> H US History <input type="checkbox"/> AP US History <input type="checkbox"/> IB History HL-J <input type="checkbox"/> AP Psychology <input type="checkbox"/> IB Psychology SL <input type="checkbox"/> IB Theory SL HL-J <input type="checkbox"/> IB Art HL SL HL-J <input type="checkbox"/> US Gov VTSK-J <input type="checkbox"/> Theme specific Elective <input type="checkbox"/> Other Elective
<input type="checkbox"/> Enrichment Seminar: Personalized study skills support, Junior Community Service Project, Research & Communication Skills	<input type="checkbox"/> Enrichment Seminar: Personalized study skills support, Junior Community Service Project, Research & Communication Skills	<input type="checkbox"/> Enrichment Seminar: Personalized study skills support, Senior Community Service Project, Research & Communication Skills	Students are encouraged to complete at least one IB or AP Course prior to graduation. Theme-specific enrichment, CTE Courses, activities, field work, career exposure, internships and job shadowing opportunities will enhance A ¹ , S ¹ and C ¹ programs. World Languages: Spanish, Spanish for Spanish Speakers, Korean, Chinese Mandarin or other offerings will be based on student interest and enrollment. After School Enrichment Programs and Workshops will be open to all students in the areas of art, drama, music, technology, robotics and specialized life skills workshops and career training will be determined based on student interests and enrollment.	Enrichment Seminar: Personalized study skills support, Senior Community Service Project, Research & Communication Skills	Detailed course descriptions can be found in the VRIHS4 Course Catalog.

*courses not required but University of California recommended.

Theme-specific enrichment, CTE Courses, activities, field work, career exposure, internships and job shadowing opportunities will enhance A¹, S¹ and C¹ programs.

World Languages: Spanish, Spanish for Spanish Speakers, Korean, Chinese Mandarin or other offerings will be based on student interest and enrollment.

Possible future International Baccalaureate Program Courses (Application system under April 2017 – projected approval Fall 2018)

Detailed course descriptions can be found in the VRIHS4 Course Catalog.

Tentative Course Electives and CTE Courses

Course offerings will be determined based on student interest and enrollment.
All students (A¹, S² or C³) may access any elective courses offered.

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Suggested Elective Offerings		
American Images AB Digital Imaging 1-2 AB Cartoon Animation AB Painting 1AB Advanced Drawing AB AP Art History Drama AB Filmmaking 1AB Play Production AB	Choir AB Vocal Ensemble AB Instruments AB Music Technology AB Keyboard 1AB Jazz Ensemble AB Advanced Orchestra AB Advanced Band AB College Prep Physics Honors Physics AP Biology AP Chemistry AP Environmental Science AP Computer Science AP Calculus AB AP Calculus BC AP Statistics Speech AB Advanced Speech AB Intro to Psychology/Film 10 Anthropology Journalism 1AB Journalism 2AB AP English Language & Comp AP English Literature & Comp AP Psychology AP Macroeconomics AP Microeconomics	C ¹ - Commerce, Culture and Communication
Possible Theme-Specific Career Technical Education – CTE Course Offerings		Economics of Business Ownership Business Economics & Marketing Topics in Global Economics and Finance Money & Banking Advanced Studies in Media Communication or Design
A ¹ - Arts Program	S ² - Science and Sustainability	Intro to Forensics & Biotechnology Foods and Nutritional Science Environmental Design Introduction to Engineering Design Pre-Engineering Technology Engineering & Green Technology
Acting & Directing Workshop Advanced Dramatic Production & Theatre Costume History & Design Costumes & Makeup for the Stage Musical Theatre Production Stagecraft Technology-Entertainment Design		

Detailed course descriptions can be found in the VRHS4 Course Catalog

APPENDIX 38a

Science Course Textbook List 2010/2011

AP COURSES			
Course	Textbook	Author	Book Number
AP Biology	AP Biology, 8th Ed.	Campbell / Reece	5000
	Biology: Inquiry in Action	Campbell / Reece	2005
AP Chemistry	Chemistry, 4th Ed.	Zumdahl	4367
	Living in the Environment: "Hanson - 15th Ed., Lee - 14th Ed.		15th - 4951 14th - 5349
AP Environmental	Barrons AP Environmental Science, 3rd Ed.	N/A	2000
	Fundamentals of Physics, 4th Ed.	Halliday / Resnick / Walker	4810
AP Physics	Physics for Scientist and Engineers, Vol. 1	Knight	5844

HONORS COURSES			
Course	Textbook	Author	Book Number
Honors Biology	Biology: Concepts & Connections, 4th Ed.	Campbell / Reece	2787
Honors Physiology	Human Anatomy & Physiology, 7th Ed.	Marieb / Hoehn	1317
	A Brief Atlas of the Human Body, 2nd	Hutchinson / Mallatt / Marieb	3244
Honors Chemistry	Chemistry: The Central Science, 10th Ed.	Brown / Lemay / Burstein	7197
Honors Physics	"Do Not Distribute"		

CP COURSES			
Course	Textbook	Author	Book Number
CP Biology	Biology, Prentice Hall	Miller / Levine	7013
	Biology, Reading and Study Workbook A	N/A	N/A
CP Marine Biology	Marine Biology, 3rd Ed.	Castro / Huber	8274
CP Physiology	Human Physiology: An Integrated Approach, 5th Ed.	Silverthorn	2001
CP Chemistry	Chemistry in the Community, 6th Ed., "Do Not Distribute to Sitzman's Classes"	American Chemical Society	9191
CP Physics	"Do Not Distribute"		
CP Astronomy	Life in the Universe	Bennett / Shostak / Jakosky	8577

Social Science Course Textbook List 2010/2011

AP COURSES			
Course	Textbook	Author	Book Number
AP Economics	Foundation of Economics, AP Ed.	Bade / Parkin	3002
	American Government: Roots & Reform, 10th Ed.	O'Connor / Sabato	3120
AP Government	The American Pageant, 13th Ed.	Kennedy	3405
AP US	Traditions & Encounters, 4th Ed.	Bentley / Ziegler	7333
AP World	The Western Heritage, 10th Ed.	Kagan	3110
AP Euro	The Cultural Landscape, 10th Ed.	Rubenstein	3001
AP Human Geography	Psychology, 8th Ed.	Bernstein	6153
AP Psychology	Psychology, 7th Ed.	Myers	4802

HONORS COURSES			
Course	Textbook	Author	Book Number
Honors US - 11th	American Odyssey	Nash	7860
Honors World - 10th	Modern World History		5571

APPENDIX 38a

CP COURSES			
Course	Textbook	Author	Book Number
CP Geography - 9th	Geography (Red Book)	Boehm	6993
	Geography (Black Book)	Boehm	2753
CP World - 10th	Modern World History		5571
CP World - 10th (Humanities)	Modern World History (California Ed.)		5571
CP US - 11th	The Americans	Denzer	4384
CP Econ - 12th	Contemporary Economics	McEachern	7066
CP Gov - 12th	Magnrud's American Government 2009	McClenaghan	6314
CP Psychology	Psychology: Principles in Practice	Rathus	5540

World Languages Course Textbook List 2010/2011

KOREAN COURSES			
Course	Textbook	Author	Book Number
Korean 1	Dynamic Korean 1 T.B.		5002
Korean 1	Dynamic Korean 1 W.B.		5003
Korean 2 (1st Sem.)	Beautiful Korean II - 1 S.B.		5004
Korean 2 (1st Sem.)	Beautiful Korean II - 1 W.B.		5005
Korean 2 (2nd Sem.)	Beautiful Korean II - 2 S.B.		5006
Korean 2 (2nd Sem.)	Beautiful Korean II - 2 W.B.		5007
Korean 3	Beautiful Korean III - 1 S.B.		5008
Korean 3	Beautiful Korean III - 1 W.B.		5010
Korean Speakers 1 (1st Sem.)	Beautiful Korean II - 1 S.B.		5004
Korean Speakers 1 (1st Sem.)	Beautiful Korean II - 1 W.B.		5005
Korean Speakers 1 (2nd Sem.)	Beautiful Korean III - 2 S.B.		5007
Korean Speakers 1 (2nd Sem.)	Beautiful Korean III - 2 W.B.		5008
Korean Speakers 2	Beautiful Korean III - 1 S.B.		5009
Korean Speakers 2	Beautiful Korean III - 1 W.B.		5010

MANDARIN COURSES			
Course	Textbook	Author	Book Number
Mandarin 1	Chinese for Youth 1 SB	Wu / Tsai	5012
Mandarin 1	Chinese for Youth 1 WB	Wu / Tsai	5013
Mandarin 2	Chinese for Youth 2 SB	Wu / Tsai	5016
Mandarin 2	Chinese for Youth 2 WB	Wu / Tsai	5017
Mandarin 3	Chinese for Youth 3 SB	Wu / Tsai	5014
Mandarin 3	Chinese for Youth 3 WB	Wu / Tsai	5015
Mandarin Speakers 1	N/A		
Mandarin Speakers 1	N/A		
Mandarin Speakers 2	Chinese for Youth 3 SB	Wu / Tsai	5014
Mandarin Speakers 2	Chinese for Youth 3 WB	Wu / Tsai	5015

SPANISH COURSES			
Course	Textbook	Author	Book Number
Spanish 1	Expresate 1	Humbach	3056
Spanish 2	Expresate 2	Humbach	3234
Spanish 3	Expresate 3	Humbach	3724
Spanish 4 (AP Language - Chaline)	Imagina	Blanco	1607
Spanish 4 (AP Language - Chaline)	Avance	Bretz	2953

APPENDIX 38a

Spanish 4 (AP Language Zimmerman)	AP Spanish	Diaz	1316
Spanish 4 (AP Literature)	Abriendo Puertas 1	n/a	5000
Spanish 4 (AP Literature)	Abriendo Puertas 2	n/a	5101
Spanish Speakers 1	Español para nosotras 1	Schmitt	1509
Spanish Speakers 1	Entre Mundos	Alonso-Lyrintzis / Zaslow	1311
Spanish Speakers 2	Español para nosotras 2	Schmitt	2000

Math Course Textbook List 2010/2011

Course	Textbook	Author	Book Number
Algebra 1	McDougal Littell Math Algebra 1	Larson	6527
Algebra 2	Algebra and Trigonometry Book 2	Brown	5061
Geometry	McDougal Littell Geometry	Jurgensen	5921
Math Analysis 1st Semester	Precalculus 6th Ed.	Stewart	4106
Math Analysis 2nd Semester	Trigonometry 8th Ed.	Lial	3212
Statistics	The Practice of Statistics 2nd Ed.	Yates	7167
Statistics	Barron's AP Statistics		6836
Calculus AB	Calculus: Graphical, Numerical, Algebraic	Finney	3131
Calculus BC	Calculus: Graphical, Numerical, Algebraic AP Edition	Finney	4084
Calculus	Barron's AP Calculus		6795
Computer Science	Java 4th Ed.	Wu	6520
Computer Science	Barron's AP Computer Science 4th Ed.		2000

English Textbook List 2010/2011

Course	Textbook	Author	Book Number
9th	McDougal Littell Literature 9th		1911
10th	McDougal Littell Literature 10th		1622
11th	McDougal Littell Literature American Literature		1944
British Literature	Prentice Hall Literature The British Tradition		5480
AP Literature	Literature Reading Fiction, Poetry, and Drama	O'Hannan	1040

APPENDIX 33

Certified Salary Schedule	
(Based on 195 work days+2 paid holidays - Total 218 paid days)	
Teacher	<p>BASE PAY \$62,000-\$82,000</p> <p>Degree Credit MA/MEd Diploma in Education \$2,500</p> <p>or MA/MEd Degree in Education \$2,500</p> <p>PLUS</p> <p>Subsequent Pay increases based on yearly evaluation/performance</p>
Administrator Salary Schedule	<p>BASE PAY \$75,000 - \$92,000</p> <p>El Coordinator El Counselor/Hallie Teacher</p> <p>EL Coordinator/Activities Coordinator</p> <p>Salary Range</p> <p>Competitive, Based on Experience and Performance</p> <p>Performance</p> <p>plus 10 days plus 20 days</p> <p>plus 20 days plus 10 days</p> <p>Administrative Director/Principal (12 month position) Executive Director/Director (12 month position)</p> <p>Administrative Salaries</p> <p>Competitive, Based on Experience and Performance</p>

APPENDIX 34

Classification Salary Schedule		
(Executive Standard Position)	Office Manager	Step 1
Step 1	Step 2	Step 3
Step 2	Step 3	Step 4
Step 3	Step 4	Step 5
Step 4	Step 5	Step 6
Step 5	Step 6	Step 7
Hourly Employees		
Holiday Allowance		
Office Assistant	15.20	17.25
Office Assistant	21.72	23.13
Office Assistant	24.63	26.24
Office Assistant	27.94	27.94
Performance based		
Performance based	18.49	19.89
Performance based	18.62	19.89
Special Ed Assistant	12.29	13.09
Computer Aide	14.84	15.80
Cafeteria Worker	13.62	14.51
Sales/Gounds Worker-Ops	12.64	13.45
Teacher's Assistant	14.33	15.25
Performance based		
Performance based	15.89	16.25
Performance based	14.51	15.25
Teacher's Assistant	13.27	14.13
Badges/Gounds Work-Helpers	13.05	14.03
Teacher's Assistant	10.91	
Full-time Employment (includes employee paid medical, dental, vision benefits for employee and dependents)		
B-Cards works 150 regular days plus 5 paid holidays	100,000	100,000
B-Cards works 150 regular days plus 11 paid holidays	150,000	150,000
C-Bads utilized 10 days illness and 9 days va	250,000	250,000
C-Bads utilized 11 days illness and 8 days va	300,000	300,000
D-Green Departmental		
Paid at end of year for full time h1 year of service)	100,00	100,00
Other Writters Teacher		
General Fluency - Oral		
MA		
ea		
Aa		
In addition employees paid medical, dental, vision benefits for employee and dependents.		

APPENDIX 35

Community Endorsements for GHCHS Bid for VRHS#4

Letters Available on Request

1. Senator George C. Runner, Jr.
California State Senator, 17th District
2. Assemblyman Cameron M. Smyth
California Legislature Assemblyman, Thirty-eighth District
3. Supervisor Michael D. Antonovich
Board of Supervisors, County of Los Angeles
4. Councilmember Greig Smith
Los Angeles City Council, Twelfth District
5. Valley Voters Organized Toward Empowerment (Valley VOTE)
14122 Ventura Blvd., #424, Sherman Oaks, CA, 91403
6. Mulholland Institute/Valley Economic Alliance
5121 Van Nuys Blvd., Sherman Oaks, CA, 91403
7. Granada Hills Chamber of Commerce
17723 Chatsworth St., Granada Hills, CA, 91344
8. Granada Hills South Neighborhood Council
Dave Veauvais, President
9. Old Granada Hills Residents Group
P.O. Box 34055, Granada Hills, CA, 91394

APPENDIX 36

Partnership Support for GHCHS Bid for VRHS84

Education partnerships CSUN College of Business and Economics High School Outreach Program CSUN Mike Curb College of Arts, Media and Communication Arts Outreach Program CSUN College of Mathematics and Sciences Department of Physics and Astronomy Department of Biology Department of Chemistry and Biochemistry Department of Mathematics CSUN Michael D. Eisner College of Education CSUN College of Engineering and Computer Science Department of Computer Science Engineering Outreach Program Accelerated Coursework in Computer Science and Engineering for Student Success (ACCESS) Program CSUN Department of Health Services Occidental College TOPS Program Partnership	Parent Support Services YMCA, PTA, Youth Policy Institute, Because I Love You Parent Support Group and Teen Support Group for families in crisis Boys and Girls Club of the San Fernando Valley – family services and parenting classes ACTING PARENT/TEEN SUPPORT – helpline BRIDGE FOCUS – single parent support Community Guidance/Crisis Center – mental health CSUN Family Focus Resource Center – families with special needs Mission City Community Network – parenting classes San Fernando Valley Counseling Center - counseling
Business partnerships Valley Industry and Commerce Association (VICA) Valley Economic Alliance Valley Economic Development Corporation (VEDC) Los Angeles Business Improvement District United Parcel Service (UPS) Amgen Bruce Wallace Biotechnology Lab Program Partnership California Environmental Protection Agency Air Resources Board East-West Bank The California Credit Union Raytheon	Educational Enrichment Los Angeles Music Center Youth Policy Institute Princeton/Kaplan SAT Prep The Huntington Library, Arts Collection and Botanical Gardens The Getty Center Secondary Teachers' Institute and Summer Institute CSUN Youth Philharmonic California Science Center Natural History Museum Pacific Asia Museum Ronald Reagan Presidential Library and Museum LACMA MOCA Los Angeles Public Library CSUN Performing Arts Center
Health Services Kaiser Education Theatre Department, SFV Child Guidance Center therapist, USC Blood Drive, health screenings, Health Fair participants, USC School of Social Work, American Red Cross, Valley Teen Clinic, Planned Parenthood, PTA Clinics, Tarzana Treatment Center, Olive View/UCLA Medical Center for emergency services, Sports Injury Clinic, Dr. John Dingilian, Valley Coordinated Children's Services, LACO Pacoima Health Center for Immunizations, STD and TB testing , referrals to Olive View Medical Center for uninsured parents, referrals to Tarzana Treatment Centers for free family health care and drug, alcohol and mental health services, referrals to Northeast Valley Health Corporation for pediatrics, ob/gyn and nurse visits on a sliding fee scale, L.A. County Health Department	Civic Partnerships Kwanza-sponsored club Rotary Club Granada Hills Neighborhood South Council grant Old Granada Hills Residents Group Councilman's Office District 13 Safety groups such as LAPD Special Enforcement Unit, L.A. City Fire Department, Community Emergency Response Team, California Emergency Mobile Patrol, et.al National Middle and High School Safety Council LAUSD DEHS L.A. Chamber of Commerce UniteLA VICA CREE STEM Coalition Alliance for Climate Education (ACE)

APPENDIX 36

Partnership Support For GHCHS Bid for VRHS #4

Key Partnerships Identified as beginning Year Two and Beyond for A¹S²C³ communities (with identified learning and support of the program):

A¹ Arts	S² Science & Sustainability	C³ Commerce, Culture, and Communication
ACM/SIGGRAPH – digital arts professional organization	Santa Monica Mountains Conservancy / Mountains Recreation & Conservation Authority (Student volunteerism)	Learn and Serve America's National Service-Learning Clearinghouse
Digital Roundtable/Digital Coast Foundation – digital arts mentoring	City of Los Angeles – Bureau of Sanitation & California Water Environment Association Sewer Science Program (Interdisciplinary Curriculum)	Junior Achievement of Southern California, Inc. - entrepreneurship
ULTIMATEMEDIA – animation, student internships	The River Project Hands-on Learning (Civic Responsibility)	Bank of America
Los Angeles Philharmonic Orchestra Youth Orchestra Partners Program	Earthwatch Institute (Field research)	Wells Fargo Bank
Skirball Cultural Center Teaching Our World Through the Arts – curriculum and instruction	Alliance for Climate Education (ace) (Personal responsibility for change)	Learn and Serve America's National Service-Learning Clearinghouse (NSLC) – service learning
ACMEAnimation - mentoring	STEM Education Coalition (Teacher professional development)	HIRE LA's Youth and LA Youth at Work – student job training
The Huntington Library, Arts Collection and Botanical Gardens – The Fairchild Challenge (multidisciplinary contest)	CSU Channel Islands The Environmental Science and Resource Management (ESRM) program (Interdisciplinary Program)	The Council for Corporate and School Partnerships
The National Endowment for the Humanities - tuition-free summer programs	USDA – NUCFAC (Community-based action)	Granada Hills Chamber of Commerce

APPENDIX 37

Valley Region High School #4 School Opening Checklist

Task	Completion Chk Off	Designee	Target Completion Date
Daily Operations			
Set up school bank account(s)	<input type="checkbox"/>	Business Staff	April
Order computers for staff, students and lab(s)	<input type="checkbox"/>	Tech Staff	April
Establish accounting and payroll systems	<input type="checkbox"/>	Business Staff	April
Establish system for acquiring student curms/files	<input type="checkbox"/>	Counseling Staff	June
Establish system for student data services	<input type="checkbox"/>	Tech Staff	April
Design school map for emergency evacuations	<input type="checkbox"/>	Admin Director	June
Identify potential security concerns (security, traffic, locks, etc.)	<input type="checkbox"/>	Admin Director	June
Provide plant/cafeteria crew with daily schedule	<input type="checkbox"/>	Office Manager	June
Create staff handbook	<input type="checkbox"/>	Executive Dir/Principal	May
Order classroom and office furniture	<input type="checkbox"/>	Admin Director	March
Order/Purchase PT Equipment	<input type="checkbox"/>	Business Staff	March
Establish attendance procedures	<input type="checkbox"/>	Attendance Staff	May
Establish grading procedures	<input type="checkbox"/>	Counseling Staff	May
Hire/train cafeteria and plant personnel	<input type="checkbox"/>	Admin Dir/Business Staff	May
Determine room assignments	<input type="checkbox"/>	Admin Director	May
Train Key office staff personnel in procedures	<input type="checkbox"/>	Office Manager	May-June
	<input type="checkbox"/>		
Special Education			
Create Wellgent Account	<input type="checkbox"/>	Spec Ed Coordinator	May
Attend Wellgent Training	<input type="checkbox"/>	Spec Ed Coordinator	May
Identify Special Education Students	<input type="checkbox"/>	Spec Ed Coordinator	June
Review LAUSD Self-Review Checklist	<input type="checkbox"/>	Spec Ed Coordinator	May
	<input type="checkbox"/>		
Cultural Leadership			
Establish school vision, mission, values, beliefs, goals and articulate to all stakeholders	<input type="checkbox"/>	Leadership Team	March
Develop schoolwide discipline policy, security procedures, parent/student handbook	<input type="checkbox"/>	Admin Dir/Deans	April
Develop staff handbook	<input type="checkbox"/>	Executive Dir/Principal	April
Collaboratively choose school colors, mascot, logo	<input type="checkbox"/>	Admin Director	June
Plan Summer Transition Academy	<input type="checkbox"/>	Admin Director	April
Plan Parent Orientation Meetings	<input type="checkbox"/>	Adm Dir w/Parent Liaison	April
Order school uniforms for student purchase	<input type="checkbox"/>	Business Staff	February
Design a school website	<input type="checkbox"/>	Tech Staff	April
Distribute open enrollment forms	<input type="checkbox"/>	Attendance Staff	March
Create "School Profile" document	<input type="checkbox"/>	Acad Prog Coord	March
	<input type="checkbox"/>		
Curriculum and Instruction			
Develop Professional Development Plan for year	<input type="checkbox"/>	Leadership Team	March
Develop master schedule	<input type="checkbox"/>	Admin Director	April
Order student agendas	<input type="checkbox"/>	Admin Director	March

APPENDIX 37

Complete WASC Affiliation Request and subsequent WASC Initial Visit Application	<input type="checkbox"/>	Acad Prog Coord	October
Request "High School Code" for ACT/SAT	<input type="checkbox"/>	Admin Director	May
External/Community Development			
Establish business partnerships	<input type="checkbox"/>	Acad Prog Coord	April – ongoing
Establish relationships with feeder schools	<input type="checkbox"/>	Admin Dir/Acad Prog Coord	February
Arrange school tours for community members	<input type="checkbox"/>	Acad Prog Coord	March
Meet with local police and fire department	<input type="checkbox"/>	Admin Dir/Deans	April
Meet with neighbors and local businesses regarding the opening of the school	<input type="checkbox"/>	Leadership Team	May
Conduct student recruitment meetings	<input type="checkbox"/>	Leadership Team	March/April
Internal Development			
Establish athletic program	<input type="checkbox"/>	Admin Dir/Athl Coord	March
Determine additional assignments for staff (advisory, tutors, coaches, etc.)	<input type="checkbox"/>	Admin Director	July
Select team leaders	<input type="checkbox"/>	Executive Dir/Principal	June
	<input type="checkbox"/>		
Human Resources			
Recruit and hire ED/Principal, Adm Dir, Coord	<input type="checkbox"/>	VRHS #4 Board	March
Recruit and hire teachers	<input type="checkbox"/>	Executive Dir/Principal	March
Select health benefits package	<input type="checkbox"/>	Executive Dir/Principal	April
Prepare salary schedules for all staff	<input type="checkbox"/>	Executive Dir/Principal	March
Recruit and hire office/tech staff	<input type="checkbox"/>	Executive Dir/Principal	March
Recruit and hire B/G staff	<input type="checkbox"/>	Executive Dir/Principal	April
Recruit and hire cafeteria staff	<input type="checkbox"/>	Executive Dir/Principal	April
Recruit and hire campus aides	<input type="checkbox"/>	Executive Dir/Principal	April
Prepare timecards/work schedules	<input type="checkbox"/>	Office Manager	May
Budget and Site Management			
Know projected enrollment	<input type="checkbox"/>	Admin Director	February
Review entire site budget and make adjustments	<input type="checkbox"/>	Leadership Team	June
Order textbooks and supplemental materials	<input type="checkbox"/>	Admin Director	March
Purchase office equipment: copiers, fax machines, and office supplies	<input type="checkbox"/>	Admin Director	April
Purchase classroom supplies	<input type="checkbox"/>	Business Staff	May

APPENDIX 38a

VALLEY REGION HIGH SCHOOL #4 EXECUTIVE DIRECTOR/PRINCIPAL JOB DESCRIPTION

Required Qualifications:

- Bachelor's Degree
- Masters degree or equivalent
- Five years or more of public teaching experience
- Seven years or more of administrative experience, preferably serving charter schools and traditional public schools
- Current California Administrative Services credential
- Bilingual (preferred)

The Executive Director's/Principal's major areas of responsibility are:

Governance:

1. Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
2. Attending Board meetings, committee, and any other meetings relevant to directing the School.
3. Preparing (after consultation with the Board's chairperson) agendas for all Board meetings.
4. Providing reports to the Board on progress, programs, and problems of school operations.
5. Interpreting needs of the School to the Board and policies of the Board to the School and community.
6. Implementing policy and philosophical directions established by the Board.
7. Developing and implementing short and long-range planning.
8. Communicate information regarding all potential litigation and political or operational challenges facing the Charter School to the Board.
9. Assist the Board with maintaining non-profit corporation paperwork and responsibilities.

Community:

1. Serving as liaison between the Charter School and sponsoring District and developing strong positive relationships with District staff which includes timely communication.
2. Ensuring timely submission of reports to the District and state officials.
3. Developing and implementing successful recruitment and enrollment plan.
4. Informing and enlisting the support and understanding of the public and marketing of school programs.
5. Responding to complaints and concerns of parents and other community members in a timely and effective manner and in accordance with Board policy.
6. Responding to media requests for information.
7. Interpreting educational programs and their results to the community.
8. Overseeing all aspects of admissions inquiries and ensure timely assignment of new teachers to students.
9. Creating bi-monthly newsletters.
10. Maintaining relationships beneficial to the School with local and state public leaders, including those in the forefront of the charter school movement.

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Operations:

1. Overseeing acquisition, safety and use of the school site and related facilities.
2. Acquiring renewal of the charter in a timely manner.
3. Developing and implementing of school policies.
4. Supervising of student discipline and parent/student conferences.
5. Overseeing all legal issues related to operations of the Charter School with the Board.
6. Developing and monitoring of the School budget.
7. Entering into and terminating contracts on behalf of the Charter School per Board policy guidelines.
8. Creating school calendar for Board approval.
9. Conferring with pupils, parents, teachers, law enforcement officers, and representatives of social welfare agencies to resolve serious pupil academic, attendance, and behavior problems.
10. Planning, organizing, and implementing a school-wide program for the supervision and control of pupils.

Personnel:

1. Determining instructional staffing needs and appointment of instructional staff as necessary with Board approval.
2. Assigning, transferring, promoting and disciplining of certificated and classified staff; delegating and defining duties of certificated and classified staff with Board approval.
3. Identifying, providing, assigning, and coordinating in-service professional growth opportunities for certificated school personnel.
4. Responding to complaints and concerns of staff in a timely and effective manner and in accordance with Board policy.
5. Negotiating with the applicable certificated and/or classified employee exclusive representative on behalf of the Board and in accordance with Board directives.

Educational Program and Students:

1. Ensuring all documents, student files, policies, and procedures are in full compliance with applicable laws and regulations.
2. Implementing all Board policies regarding the educational program.
3. Implementing school policies on suspension and expulsion.
4. Providing leadership to the instructional program, including the development of curricular experiments, pilot programs, and innovative instruction.
5. Developing of student interventions and school improvement plan.
6. Responsible for visiting classrooms, conferring with teachers, providing leadership in curriculum improvement, and assisting in the selection and use of instructional materials.
7. Identifying, monitoring and ensuring support is provided for applicable student groups, including special education and low performing students.
8. Interpreting student assessment data to develop specific intervention and support mechanisms for low performing students throughout the year.
9. Developing instructional and curricular strategies to support students' needs.
10. Planning for the most effective use of materials, supplies, equipment, facilities, and grounds.
11. Directing the implementation of the school curriculum.
12. Evaluating instructional techniques.
13. Supervising the school's special services program(s) including special education.

APPENDIX 38a

14. Remaining knowledgeable about current educational trends as well as charter specific laws and regulations and changes to legislation.
15. Developing of master schedule planning with teachers.
16. Developing and implementing Charter School Day Classes and all other on-site programs.
17. Providing instructional resources and curricular assistance for classroom instruction.
18. Researching, identifying, and modeling best educational practices through in the classroom.
19. Encouraging the integration of technology in daily instruction.
20. Monitoring effectiveness of classroom and independent instruction, curriculum, management, environment, and interventions.
21. Conducting objective daily observation of instructional practices and student learning in classrooms and provide follow-up feedback to all teachers as their support and coach.

The qualified candidate will demonstrate:

Knowledge of:

- Comprehensive organization, activities, goals and objectives of a California public charter school.
- Applicable sections of the State Education Code and other laws/regulations relevant to charter school operations.
- State and local curriculum requirements.
- Charter School Board policies, procedures, and regulations.
- Principles and practices of administration, supervision, and training.
- Interpersonal skills using tact, patience and courtesy.

Ability to:

- Operate standard office equipment including computers, and all related software applications including excel, word, outlook calendar, and all e-mail functions.
- Communicate effectively orally and in writing.
- Establish and maintain effective working relationships with others.
- Lead the implementation of research-based teaching practices and to coach teachers in the implementation of strategies which lead to improvement of instruction.
- Possess the skill and insight to analyze school achievement data and lead the staff in constantly studying, evaluating, and modifying current instructional practice to accelerate students' academic achievement.
- Build capacity by formulating, leading, and evaluating the effectiveness of professional development based upon classroom observations.
- Manage site budgets and other resources in support of the instructional goals of the site.
- Plan and organize work; meet schedules and timelines; maintain records.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.

Salary and Benefits: Highly competitive

APPENDIX 38b

VALLEY REGION HIGH SCHOOL #4 ADMINISTRATIVE DIRECTOR JOB DESCRIPTION

Description: An Administrative Director will possess leadership abilities, a comprehensive educational vision that is consistent with the school's mission and educational program, a global frame of reference, skill in hiring and supervising excellent teachers, technological and data-analysis experience, and if possible, business and legal experience.

Typical Duties and Responsibilities:

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Assumes responsibility for the supervision of programs and improvement of instruction within the school.
- Promotes curriculum improvement and ensures that instructional programs and courses are implemented consistent with the State standards.
- Organizes and coordinates professional development activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up-to-date regarding new developments in curriculum, instruction and administration.
- May supervise maintenance staff to ensure a clean and well maintained campus and encourage energy conservation measures.
- Maintains professional standards and a school environment that is productive, safe and focused.
- Maintain effective relations with parents and parent groups. Interpret the goals, objectives and programs of the school to parents.
- Maintain an up-to-date system of student attendance and discipline.
- Submit all reports required by the State, authorizer or other regulatory agency.
- Evaluate the general condition and needs of the physical plant.
- Enforce rules consistent with the approved Charter petition, the school's philosophy and current law.
- Carry out and supervise disciplinary consequences for students who violate student code of conduct.
- Assume responsibility for security and pupil safety within the school campus. Develop procedures designed to protect and enhance safety of students and staff and to promote the security of property and equipment.
- Coordinate the school's extra-curricular activities.
- Promote the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours.
- Assist and encourage teachers to develop and improve their professional expertise through development of a professional growth plan and portfolio.
- Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
- Maintains work hours extending beyond the school day for other professional duties or functions.

ENTRANCE QUALIFICATIONS

- Master's Degree in educational leadership, public administration or related field
- California Administrative Services Credential
- Teaching Credential
- Minimum of five years teaching experience (at least 2 years at a middle/senior high school, grades 6-12. At least one year of verifiable experience must have been in a non-classroom leadership position such as coordinator, instructional coach, dean, etc.)

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38c

VALLIVY REGION HIGH SCHOOL #4 ACADEMIC PROGRAMS COORDINATOR JOB DESCRIPTION

Definition: Provide leadership, coordinate and develop the school academic programs.

Responsibilities and Duties:

- Be informed about all aspects of curriculum and the school's instructional program through participation in Leadership Council and the Curriculum and Instruction Committee.
- Coordinate all aspects of academy activities including selection and processing of materials used in the curriculum.
- Collaborate with academic departments to ensure that there is a continuous focus on improving student achievement, as well as enhancing student growth and development.
- Facilitate communication among campus staff and community to plan, implement, and evaluate academy projects as well as to regularly inform about the activities of each program.
- Support, plan and conduct all collaborative meetings for academic program staff.
- Develop criteria for evaluation of academic programs and monitor the delivery of the curriculum in program classrooms.
- Facilitate parent and community communication and conduct school tours for prospective new students and parents.
- Develop public relations media and parent and student presentations highlighting each program's focus and attributes for web, middle school and community outreach presentations.
- Stay abreast of current research, development, legislation and grants in education pertinent to academy and thematic program curriculum.
- Support and assist in developing a school/community climate and student activities which aid in developing an appreciation for the skills, talents and cultural experiences of others.
- Research and apply for grants applicable to academic program needs.
- Market the academic programs within the Los Angeles community, to include potential students and families and middle school outreach.
- Prepare necessary reports, budget requests, and similar documents applicable to academic programs or new program applications.
- Encourage student, teacher and parent involvement in all phases of the educational program and activities.
- Assist in the development of the master schedule and assignment of staff as pertains to Academic Programs.
- Assist counselors and students in the selection of appropriate academic programs that support student interest and academic/technical career goals.
- Assist in establishing required core classes and appropriate key electives integral to each program's focus and description to meet student needs.
- Assist students with access to internships, mentors, postsecondary opportunities and career options.
- Work on an extended day and extended year schedule.
- Perform other duties as assigned

QUALIFICATIONS:

- Master's Degree in Education preferred. Valid California secondary teaching credential. Eligibility for Administrative Services Credential preferred.
- Minimum five (5) years secondary education experience and three (3) years secondary leadership experience.
- IBIDP Coordination Certification
- Evidence of knowledge of State Standards, State Frameworks, current teaching methodologies and delivery systems
- Experience in working with cross-curricular, project based and multicultural programs
- Strong communication, organizational, presentation and leadership skills
- Experience working with school budgets, grant proposals, data, student activities, public relations, marketing and student and counseling services
- Ability to develop school partnerships and community outreach

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38d

VALLEY REGION HIGH SCHOOL #4 SPECIAL EDUCATION COORDINATOR JOB DESCRIPTION

Definition: Provide leadership and coordination for the school's special education program.

Responsibilities and Duties:

- Administrative designee for all IEP meetings.
- Review every IEP prior to meeting.
- Provide the opportunity for Welligent training.
- Responsible for determining compliance for all timelines related to IEP process.
- Responsible for determining that all services/accommodations are correctly implemented in every IEP, including, but not limited to, reviewing DIS service logs.
- Provide NPA agencies for services and/or evaluations not provided on school campus.
- Insure that all progress to goal sheets from student IEP's disseminated to parents.
- Review, disseminate and provide instruction on all LAUSD procedures and protocols as related to IEP writing and implementation.
- Collaborate with LAUSD SELPA for correctly implementing change of placement due to expulsions or the necessity for a more restrictive educational environment, such as NPS or Residential placements.
- Provide professional developments for teachers and classified staff.
- Collaborate with special education teachers in order to determine appropriate services and placements in students' IEP's.
- Collaborate with general education teachers on matters dealing with IEP implementation in the classrooms.
- Collaborate with administrative staff on matters of IEP compliance by all departments in the school.
- Hire, train and appropriately place all special education assistants with assignments in classrooms and with individual students. This includes reassigning personnel when there are absences among the classified staff.
- Review MCD reports for school compliance issues.
- Set the agenda for MCD monthly meetings.
- Hold annual meetings with middle schools whose students feed into the school in order to explain programs, services, accommodations available and to ensure correct transition IEP's.
- Deal with parent concerns about their student's IEP's and programs.
- Attend due process hearings and mediations.
- Supply attorneys with the appropriate information when legal involvement is necessary.
- Write reports for various agencies defining school's special education programs, procedures, and protocols.
- Participate in parent, teacher, student conferences.
- Participate in SST and 504 meetings.
- Works on an extended school day and year schedule.

ENTRANCE QUALIFICATIONS:

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

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties of a position at any time.

APPENDIX 38e

VALLEY REGION HIGH SCHOOL #4 ENGLISH LANGUAGE PROGRAMS COORDINATOR JOB DESCRIPTION

Definition: Provide leadership, coordinate and develop the school English Learners program. The EL Coordinator will work half time in the classroom as an ESL Instructor and half time out of the classroom as the program coordinator.

Responsibilities and Duties:

- Teach and evaluate all levels of English language learners.
- Provide a comprehensive measurable literature and skills based curriculum to facilitate mainstreaming of ELs.
- Assess all incoming immigrants and transfer students from private and/or other out of state schools.
- Counsel new and existing EL students.
- Administer the initial CELDT on an ongoing basis.
- Attend coordinator conferences and meetings.
- Keep abreast of state and federal mandates.
- Assist attendance office with enrollment.
- Organize and facilitate meetings for the English Language Learners Advisory Committee (ELAC) to help parents understand the EL program, its funding, and their rights and responsibilities.
- Write and mail periodic memos and updates in multiple languages.
- Work with school counselors on placement of students.
- Monitor students' grades to provide intervention.
- Compile information from class grades, CELDT scores and STAAR test results for re-designation. Send out re-designation letters to qualifying students.
- Update students' cumulative records.
- Provide services for all special education teachers when writing IEPs for students identified as English Learners.
- Provide translation services.
- Supervise the EL assistant.
- Work on an extended school day and school year schedule.

ENTRANCE QUALIFICATIONS:

- Master's Degree
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential in English
- CLAD, BCLAD or TESOL
- Excellent verbal and written communication skills

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38f

VALLEY REGION HIGH SCHOOL #4 DISCIPLINE/ATTENDANCE DEAN JOB DESCRIPTION

Definition: The Discipline/Attendance Dean is responsible for implementing the school wide plan for creating a positive culture of behavior at the school, as well as being in charge of administering discipline in accordance with the school's discipline and attendance policies.

Responsibilities and Duties:

- Provide and supervise in a fair and consistent manner effective discipline systems with high standards, consistent with the philosophy, values, and mission of the school, in accordance with due process and other laws and regulations.
- Notify appropriate personnel and agencies immediately, and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Establish a professional rapport with students and staff.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.
- Meet with parents regarding student discipline and attendance issues.
- Ensure a safe, orderly environment that encourages students to take responsibility for their behavior and creates high morale among staff and students.
- Maintain positive, cooperative, and mutually supportive relationships with school staff and parents.
- File required reports regarding violence, vandalism, attendance, and discipline matters.
- Perform other duties as assigned.

ENTRANCE QUALIFICATIONS:

- Master's Degree
- Eligibility for Administrative Services Credential preferred
- California Single Subject Credential
- At least 3 years of classroom experience at the middle/high school level
- Excellent verbal and written communication skills

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38g

VALLEY REGION HIGH SCHOOL #4 TEACHER JOB DESCRIPTION

Description: The high school teacher is responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals and implementing the instructional vision set forth by the School.

Typical Duties and Responsibilities:

- Effectively instruct students in assigned content areas as prescribed by VRHS#4's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentation with the overall goal of engaging student learning.
- Work as part of an interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of the State and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Maintains documentation of efforts to create consistent and meaningful communication with parents.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintain records for attendance, submits required grades on time, and completes school wide assessments on time.
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school tutoring, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

ENTRANCE QUALIFICATIONS

- Bachelor's degree
- California Single Subject Credential
- NCLB Subject Matter Competency
- Excellent verbal and written communication skills

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38h

VALLEY REGION HIGH SCHOOL #4 SPECIAL EDUCATION TEACHER JOB DESCRIPTION

Description: The high school special education teacher is responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals and implementing the instructional vision set forth by the School. In addition, the special education teacher bears full responsibility for the planning and implementation of the individualized education plans for our students with special needs.

Typical Duties and Responsibilities:

- Effectively instruct students in assigned content areas as prescribed by VRHS#4's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentation with the overall goal of engaging student learning.
- Work as part of an interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of the State and school.
- Set clear short-term and long-term goals to drive instruction.
- Conduct timely assessments of students including completion of the Evaluation Report and IEP related paperwork.
- Follow all required program modifications indicated in each student's IEP.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer diagnostic tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Establish classroom climates that encourage student growth and development in areas of knowledge, skills, and attributes as delineated in the school's educational mission.
- Use effective teaching and behavior management strategies.
- Work with other teachers and administrators to address and resolve student issues.
- Maintain documentation of efforts to create consistent and meaningful communication with parents.
- Assess how each child learns best and then adapt teaching methods to fit each student's unique learning style.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Maintain records for attendance, submits required grades on time, and completes school wide assessments on time.
- Monitor student progress towards achieving instructional objectives and goals on the IEP.
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school tutoring, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

ENTRANCE QUALIFICATIONS

- Bachelor's degree
- California Credential in Special Education Services
- NCLB Subject Matter Competency if applicable
- Excellent verbal and written communication skills

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38i

VALLEY REGION HIGH SCHOOL #4 LIBRARY/MEDIA TEACHER JOB DESCRIPTION

Definition: Maintains management of School's library resources and provides instruction to students and teachers in acquiring information.

Responsibilities and Duties:

- Management of Library: drafts, and implements policies for the use of library and its collection that supports the school mission and Expected Schoolwide Learning Results. Monitors the effectiveness of policies and revisits and revises as needed.
- Materials Selection: selects print, non-print, and electronic resources that support the school's curriculum and educational standards and supports student preferences in reading for pleasure. Establishes and monitors a collection development policy that effectively addresses collection selection, acquisition, evaluation, materials reconsideration, and weeding according to California School Library Association Standards and Guidelines for Strong School Libraries.
- Acquisition: ordering, receiving, cataloguing and displaying new materials including hardware, software, books, journals and other research materials.
- Professional Development: Organize and present professional development training for staff and faculty on the use of the library including both technology and physical collection. Participate in educational technology programs, curriculum and instruction, leadership and other school committees as needed.
- Research Projects: Develop research projects and other teaching tools to help students become more efficient in finding material both in books and on the internet. Maintain and archive materials online for student use at home and school.
- Information Literacy: Instructs and/or supports students and staff in information literacy including how to recognize an information need and to locate, evaluate, and synthesize information in critical thinking to solve a problem.
- Ethical Use of Information: Develop instructional materials and programs that inform library patrons of the ethical guidelines for information use including fair use and copyright guidelines, internet safety and privacy protection and the expectations of use established in the school's Acceptable Use Policy.
- Technology: Maintain and expand library's current online collection materials including the library blog, library webpage, online textbook and paid subscription databases and e-book collection and online public access catalogue.
- Management of Library: Establish equitable behavior standards for usage of both physical and online library collections and equipment. Establish a safe, comfortable, user-friendly "learning commons" accessible to staff and students. Maintain online flexible calendar system (EMS) for faculty and staff.
- Instructional Collaboration: collaborate with classroom teachers in design and delivery of instruction. Actively plans with teachers and groups of teachers to integrate library services and multimedia materials with the instructional program.
- Patron Policies: Establish clear usage policies including patron circulation policies for student and staff, appropriate costs for overdue materials, replacement costs for lost materials, and copier and printer costs. With library staff, organizes a system to inform patrons of overdue and lost items, and clearance of student records.
- Promotion and Marketing: Create information and promotional strategies (displays, email, library blog posts, web pages, display case, etc.) to alert staff and students to new acquisitions, special projects, thematic presentations and promote an environment of reading for pleasure.
- Works on an extended school day schedule.

QUALIFICATIONS:

- Bachelor's Degree
- California Library/Media Teacher Credential
- Excellent verbal and written communication skills

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38j

VALLEY REGION HIGH SCHOOL #4 GUIDANCE COUNSELOR JOB DESCRIPTION

Description: The high school guidance counselor will work directly with students to help and evaluate their abilities and interests. He/She will help the student develop academic goals that will lead to sound career aims. The counselor will emphasize preventive and developmental counseling to enhance students' personal, social, and academic growth and to provide students with the life skills needed to deal with problems before they worsen. He/She will consult and collaborate with parents, teachers, school administrators, school psychologists, medical professionals, and social workers to develop and implement strategies to help students succeed.

Typical Duties and Responsibilities:

- Serve as a member of the counseling, guidance, and student assessment service; cooperates with the school administration and staff in developing student attitudes and behavior which are necessary to maintain proper control, acceptable standards of self-discipline, and a suitable learning environment within the school.
- Counsel individuals and groups of students in the areas of educational, personal, physical, social, and career needs; provides students with information concerning graduation, college entrance requirements, and scholarships; advises parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.
- Assist in organizing the administration and interpretation of standardized testing; interprets the results of standardized group tests of achievement and scholastic capacity to administrators, parents, and teachers.
- Serve as a resource person to school personnel and parents regarding academic, career and personal/social issues.
- Assist in the preparation of information for entry on student cumulative records; contributes data concerning student needs to assist in the development of the total educational plan of the school.
- Provide students and parents with specific guidance for educational planning at each grade level.
- Place students in classes based on previous grades, test scores, and teacher recommendation.
- Counsel students regarding attendance and tardies.
- Provide students with opportunities for individual and group counseling to assist with emotional development.
- Review each 5-week progress report period for those students that are failing or are in danger of failing.
- Assist the teachers with counselees and their behavior or academic concerns.
- Contact parents regarding minor behavior concerns.
- Provide students and parents with appropriate guidance when questioning other academic placement or interventions such as Student Study Team (SST), adapted physical education, resource or special day class, Section 504, testing and assessment for a learning disability, seriously emotionally disturbed, speech and language, deaf and hard of hearing, and other health impaired.
- Conduct and manage Student Study Teams for caseload.
- Advise students and parents with appropriate referrals to outside agencies for academic or social-emotional help.
- Assist in articulation with feeder elementary schools and matriculation for 8th grade students.
- Work on an extended day and extended year schedule.
- Perform other duties as assigned

ENTRANCE QUALIFICATIONS

Master's Degree in School Counseling, Education or Psychology. Current California Pupil Personnel Services Credential with an authorization in school counseling. Eligibility for Administrative Services Credential preferred. Two years of high school counseling experience required.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management reserves the discretion to add or change typical duties or a position at any time.

APPENDIX 38k

VALLEY REGION HIGH SCHOOL #4 SCHOOL NURSE JOB DESCRIPTION

Description: The school nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. Evaluates the physical conditions of students and refers students to appropriate resources as needed. Decisions made by this employee require discretionary judgment and analysis.

Typical Duties and Responsibilities:

- Develops policies, procedures and work standards for school health program.
- Monitors compliance of school health program with federal, state and local laws, regulations and policies.
- Initiates program changes as needed.
- Prepares health reports for supervisor, board of education and health department.
- Negotiates professional and medical services essential to the school health program.
- Provides first aid care and medically prescribed services.
- Maintains security of school health supplies.
- Serves as a resource person on health issues.
- Provides staff development on health-related topics for school staff and volunteers.
- Screens and conducts health appraisals for students.
- Provides follow-up evaluations on students as required.
- Recommends corrective action where problems are identified.
- Corresponds with parents on health needs of children.
- Records immunization, health findings, and other relevant health data.
- Work on an extended school day schedule.

Knowledge, Skills and Abilities

- Considerable knowledge of medical disorders and treatment.
- Considerable knowledge of child growth and development.
- Working knowledge of public health problems and procedures for treatment in coordination with other health and social service agencies.
- Working knowledge of Federal, State, and local laws and regulations affecting the delivery of school health services.
- Knowledge of the school organization and the community served.
- Ability to identify abnormal growth and development and symptoms of disease.
- Ability to coordinate and facilitate services between the school, local health agency, and other community resources.
- Ability to develop and maintain health records on students.
- Ability to develop positive working relationships with the school community.

ENTRANCE QUALIFICATIONS

- Certification by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).
- California Health Services Credential in School Nursing.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38I

VALLEY REGION HIGH SCHOOL #4 SCHOOL SOCIAL WORKER JOB DESCRIPTION

Description: The school social worker promotes and enhances the overall academic mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. Significantly contributes to the development of a healthy, safe, and caring environment by advancing the understanding of the emotional and social development of children and the influences of family, community, and cultural differences on student successes and by implementing effective intervention strategies.

Typical Duties and Responsibilities:

- Assesses and evaluates behavior problems resulting in school violations and helps in different assessments regarding causal relationships.
- Evaluates students to determine their need for school social work or other services.
- Administers standardized behavior scales.
- Administers follow-up procedures to confirm hypotheses.
- Observes students in different settings and utilizes a variety of measures, both formal and informal to assess functioning.
- Explains nature and purpose of assessments in an understandable manner including its use and limitations, and provides feedback to appropriate individuals.
- Prepares a written diagnostic report for educational referrals that is comprehensive and objective.
- Maintains communication with appropriate community agencies.
- Makes referrals for students and parents to appropriate resources within the school or community.
- Maintains lists of referral sources in collaboration with school psychologists and counselors.
- Serves as a resource to parents about the needs of children and consults with parents as needed.
- Provides assistance to teachers in planning to meet the needs of the students.
- Works diligently to assure equity in school services.
- Demonstrates an awareness of cultural differences and needs of students.
- Adheres to laws and procedures involving child abuse/neglect.
- Works with families concerning home situations that relate to school attitudes and performance.
- Works with school staff regarding student attitude, progress, attendance, etc.
- Provides crisis intervention services as appropriate and as requested by administrative personnel.
- Acts as a liaison between school, families, and community agencies.
- Work on an extended school day schedule.

Knowledge, Skills and Abilities

- Maintains a professional appearance and demeanor.
- Interacts with colleagues in an ethical and professional manner.
- Adheres to established regulations, policies, rules and laws.
- Selects appropriate channels for resolving concerns and problems, and maintain confidentiality.
- Complies with established lines of authority within the parameters of professional standards of practice and ethical principles.

ENTRANCE QUALIFICATIONS

- Master's Degree in Social Work
- California Pupil Personnel Services Credential with a School Social Work Authorization
- Licensed as a Clinical Social Worker

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38m

VALLEY REGION HIGH SCHOOL #4 ACTIVITIES/ATHLETICS PROGRAMS COORDINATOR JOB DESCRIPTION

Definition: Provide leadership, coordinate and develop the school Athletics and Activities programs. This Coordinator will work half time in the classroom and half time out of the classroom as the programs coordinator.

Responsibilities and Duties:

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

Knowledge, Skills and Abilities:

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

ENTRANCE QUALIFICATIONS:

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

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38n

VALLY REGION HIGH SCHOOL #4 OFFICE MANAGER JOB DESCRIPTION

DEFINITION:

The Office Manager assists the Principal/School Administrators by assuming responsibility for administrative details related to clerical procedures and other complex areas of school business operations.

TYPICAL DUTIES:

- Maintains a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Maintains employee time reporting
- Responsible for school bookkeeping, equipment and textbook inventory systems.
- Develops and recommends procedures for the compilation, maintenance, and presentation of data and maintains data used to assist in the determination of school policies, procedures and programs.
- Supervises the installation and maintenance of complex clerical procedures, including the preparation of instructions, dissemination of information, and functional supervision of the implementation of the procedures.
- Maintains clerical procedures, performance standards, office records, and related matters in order to advise the principal/administrator.
- Explains policies and procedures and speaks for an administrator in personal and telephone contacts and meetings.
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others.
- Searches records and obtains information from other schools, offices and agencies.
- Acts as the office resource in technology related matters.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- English composition and office practices and procedures
- Legal foundation of public charter school operations (desirable)
- Payroll and preparation, time keeping, public school regulations and bookkeeping
- Use of Microsoft Office programs, especially Excel and Word

Ability to:

- Exercise discretion in the dissemination of information
- Interpret and clearly explain laws, rules and policies
- Devise clerical and administrative procedures necessary to accomplish desired goals
- Speak and write English clearly and effectively (bilingual skills in Spanish desirable)
- Supervise and instruct clerical personnel
- Recognize and resolve problems related to computer user programs and equipment

ENTRANCE QUALIFICATIONS

Education: Graduation from an accredited college or university, preferably with a major in business or public administration. Additional experience in office management or analysis of procedures or financial data may be substituted for the required education on a year for year basis.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38o

VALLEY REGION HIGH SCHOOL #4 OFFICE ASSISTANT JOB DESCRIPTION

DEFINITION:

The Office Assistant performs a variety of clerical duties of a routine and recurring nature.

TYPICAL DUTIES

- Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.
- Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports.
- Checks forms and records for completeness and accuracy.
- Maintains files, records, and other information.
- Responds to employee/public inquiries by telephone and in person to provide or request information.
- Orders, receives, and distributes incoming and outgoing correspondence.
- Operates a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.
- Reports software and hardware problems to Technology Department.
- May prepare, modify, and update simple spreadsheets.
- May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records.
- May orient and train new employees and/or student workers in office procedures.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- English composition
- Basic arithmetic
- Office practices and procedures
- Operation of various office machines
- Microsoft Windows operating system or Macintosh/Apple operating system
- Microsoft Word 2007
- Web browsing techniques
- Appropriate techniques used in providing information in person and on the telephone

Ability to:

- Understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Write legibly
- Organize files and keep accurate records
- Work effectively with employees, students, and the public
- Use computer hardware to input, edit, and format data and information
- Produce word-processing, email documents, and spreadsheets
- Communicate effectively orally and in writing
- Type rapidly and accurately using a computer keyboard

ENTRANCE QUALIFICATIONS

Education: Graduation from high school or evidence of equivalent educational proficiency, preferably supplemented by courses in office practices and procedures, business arithmetic, and business English.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38p

VALLEY REGION HIGH SCHOOL #4 SPECIAL EDUCATION CLASSROOM ASSISTANT JOB DESCRIPTION

Definition: A Special Education Assistant assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises.

Typical Duties:

- Performs a variety of activities pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledges, and skills in students with disabilities.
- Presents lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by the teacher in the presence of a certificated teacher.
- Helps students to use books, classroom materials and equipment.
- Adjusts or re-phrases portions of texts and classroom instructions.
- Keeps routine records related to attendance, grades and test scores.
- Operates audio-visual equipment and prepares or uses other materials and methods to assist teachers in presenting lessons to students.
- Assists teachers in directing activities.
- May assist students on and off the bus, and may lift students in and out of wheelchairs or other locomotive devices.
- May assist students with all aspects of toileting.
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers.
- Assists teachers in maintaining discipline and encouraging acceptable behavior by the students.
- Assists teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations.
- May take notes for a student or students where designated in an IEP.
- Assists students with organizational support including recording assignments, documenting due dates, and providing prompts for upcoming quizzes and tests.
- Moves around in the classroom amongst the students, prompting students to attend to class activities, and checking behavior that may otherwise interfere with the learning process.
- May manage communication logs between the classroom and home -including fixing such documents.
- Performs related duties as assigned.

QUALIFICATIONS

Ability to:

Speak English using good vocabulary

Communicate and relate effectively with students

Act calmly and appropriately in emergencies

Take orders and follow instructions accurately

ENTRANCE QUALIFICATIONS

Education: Graduation from high school or evidence of equivalent educational proficiency and possession of an AA Degree or at least 60 college units – Child Development courses preferred.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38q

VALLEY REGION HIGH SCHOOL #4 NETWORK ASSISTANT JOB DESCRIPTION

DEFINITION:

The Network Assistant performs a variety of information technology related duties of a routine and recurring nature.

TYPICAL DUTIES

- Provides technical support for classroom teachers and computer labs.
- Installs computer hardware
- Assists in ordering computer-related supplies.
- Supports school computer labs and library media center.
- Assists in maintaining school technology purchasing and maintenance database.
- Assists in inventorying computers and related equipment.
- Assists in implementing school/district Internet policies.
- Maintains user groups on the server for the local area network.
- Works under the supervision of the School Network Manager and school administration.
- Supervises, develops and maintains the integrity of the school computer network.
- Maintains contact with hardware/software vendors to provide maintenance and upgrades.
- Assists in implementing school/district policies and supporting software security programs.
- Oversees the school e-mail system.
- Prioritizes school technology repair needs.
- Performs related duties as assigned.

QUALIFICATIONS

- Extensive training and experience in computer network administration.
- Knowledge of Macintosh and Windows environments, Microsoft Office, Norton Utilities, et al.
- Knowledge of state-of-the-art technical innovations in computer equipment/ware and a strong interest in keeping current in the field.
- Ability to analyze and diagnose hardware and software malfunctions.
- Excellent attendance and punctuality.
- Ability to work collaboratively with a team of professionals with a shared educational philosophy.
- Commitment to improving student achievement using instructional technology.

ENTRANCE QUALIFICATIONS

Education: Graduation from an accredited college or university, preferably with a major in computer science or equivalent. Additional experience in network systems administration may be substituted for the required education on a year for year basis.

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties of a position at any time.

APPENDIX 38r

VALLEY REGION HIGH SCHOOL #4

BUILDINGS AND GROUNDS WORKER JOB DESCRIPTION

Definition:

The B&G Worker is responsible for keeping assigned building(s) clean, safe, functional, and secure in accordance with prescribed codes and established school policies and standards. A B&G Worker must maintain all assigned building(s) in a state of operational excellence such that they present no interruptions, distractions, or obstacles to the education program.

Typical Duties and Responsibilities

- Perform regular custodial duties in assigned area(s) of building(s).
- Accept instructions from supervisor verbally or in writing.
- Provide services as necessary to support curricular and extracurricular events and activities.
- Maintain inventory of custodial/maintenance supplies and equipment.
- Restock disposable custodial/maintenance items and provide supervisor with inventory usage data.
- Clean and preserve designated spaces, equipment, furniture, etc. in the building(s).
- Assist visiting members of the public who are utilizing the facilities.
- Maintain work related records and prepare work reports as directed.
- Project a positive image for the school whenever the public, guests, or visitors are in the building on or the campus.
- Work closely with the supervisor and/or administrator to be prepared for scheduled evening activities and unscheduled events as needed.
- Maintain building and grounds security by opening/closing the building each school day and during special events as directed.
- Work on call as needed at any time for emergency repairs, equipment monitoring, overtime, or special needs falling outside of normal working hours.
- Identify and schedule work to be performed during summer, winter and spring break.
- Accept other duties as assigned by the supervisor.

QUALIFICATIONS

Ability to:

Operate, maintain and make adjustments to various types of equipment.

Establish and maintain effective working relationships with students, staff and community.

Perform duties within the expectations of all school and Board policies.

Understand proper procedures, handbook rules, school schedules.

Maintain confidentiality with regard to students and staff.

Special Physical Requirements

While performing the duties of this job, the employee is regularly required to stand; walk; use hands and fingers to handle or feel objects, tools, or controls; and give and receive oral and written instructions. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop, or kneel, reach above the head, and reach forward. The employee frequently uses hand strength to grasp tools and rungs of ladders. The employee will frequently bend or twist at the neck and trunk more than the average person while performing the duties of this job. The employee must frequently lift and/or move up to 50 pounds, including cleaning supplies, pails, and bags/boxes. Occasionally the employee will lift or move up to 80 pounds, including furniture. The employee will sometimes push or pull items such as tables, bleachers, scrubbing machines, etc. This job requires close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

ENTRANCE QUALIFICATIONS

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

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38s

VALLEY REGION HIGH SCHOOL #4 CAMPUS AIDE JOB DESCRIPTION

Definition:

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

Typical Duties:

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

QUALIFICATIONS

Knowledge of:

Safety rules and procedures to be observed by students

Standards of courtesy and behavior expected of students

Adolescent development and problems

Vocabulary and usage of terms common to youth in the area served by the school

Ability to:

Establish good relations with individual students and groups

Communicate orally with school staff and students

React quickly and appropriately in emergencies

Operate two-way radio equipment

ENTRANCE QUALIFICATIONS

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

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.

APPENDIX 38t

VALLEY REGION HIGH SCHOOL #4 CAFETERIA WORKER JOB DESCRIPTION

Definition: Prepares, produces, heats, cooks, and serves a variety of foods from fresh, canned, dry, or frozen states according to recipes and assists in other related tasks in a designated food service production and/or service area.

TYPICAL DUTIES

- Prepares and produces a variety of foods including soups, entrees, meats, vegetables, desserts, breads, salads, sandwiches, beverages, or other foods and beverages as specified by the menus, recipes, and production records.
- Sets up and merchandises food and food service areas and serves food.
- Operates kitchen equipment such as electric mixers, slicers, choppers and grinders.
- Utilizes kitchenware such as knives, spatulas, whisks, tongs, spoons, and ladles.
- Practices safe food handling according to HACCP and L.A. County Health Department.
- Assists in the monitoring, reduction, and management of food waste.
- Cleans and sanitizes pots, pans, and kitchen utensils.
- Performs daily, weekly, and monthly deep cleaning of the facility, service areas, and all kitchen equipment such as counters, tables, ovens, refrigerators, freezers, mixers, transient hot carts, mobile carts, and rolling racks.
- Mops floors and disposes of waste according to the Food Services Operating Procedures, OSHA, the State, and LA County Health Department processes and procedures.
- Receives, labels, and stores food and supplies according to produce and Food Service HACCP Standards.
- Assists in taking inventory.
- Assists in preparing sales, production and other reports.
- May accept and count money, tickets, or cards for redemption of foods and beverages during breakfast, nutrition, lunch, snacks, or other special meal periods in accordance with the regulations of the National School Breakfast and National School Lunch Programs.
- May dispense tickets for meals to students.
- Performs related duties as assigned.

ENTRANCE QUALIFICATIONS

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

Knowledge of:

- Methods of preparing, producing, heating, cooking, and serving a variety of foods-fresh, canned, dry or frozen
- Use and care of kitchen equipment and utensils
- Cleaning and sanitation methods used in a food service environment and food storage methods
- Basic arithmetic (i.e. addition, subtraction, multiplication, and division)
- Customer Service

Ability to:

- Prepare, produce, heat, cook and serve a variety of foods
- Work rapidly and efficiently in performing job duties
- Work cohesively with peers, supervisors, school personnel, and students
- Work in large groups and crowds
- Apply and maintain standards of cleanliness, sanitation, and personal hygiene
- Read, write, and communicate in English
- Count money and make change accurately
- Demonstrate customer service skills on an ongoing basis

Special Physical Requirements:

- Safely lift and carry objects weighing up to 50 pounds
- Stand and walk on concrete and tile floors for long periods of time
- Withstand a wide range of temperatures and work in refrigerated areas

All employees are subjected to fingerprinting and a review of conviction records.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Complete job description available at time of interview. Management retains the discretion to add or change typical duties or a position at any time.