

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to pssc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> Granada Hills Charter High School			
Address: 10535 Zelzah Avenue Granada Hills, CA 91344		Phone Number: 818-360-2361	
Website (if applicable) http://www.ghchs.com		Email Address: bbauer@ghchs.com	
School site for which your team is submitting a Letter of Intent		Valley Region High School #4	
School type for which your team is applying		Independent Charter School (entire site)	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation- ALL from GHCHS
1. Brian Bauer		bbauer@ghchs.com	Executive Director
2. Walter Wallace		wwallace@ghchs.com	Chief Business Officer
3. Dilmit Singh		dsingh@ghchs.com	Admin Direct of Instruct
4. Patricia Givant		pgivant@ghchs.com	Admin Direct of Account
5. Judie Baumwirt		jbaumwirt@ghchs.com	Science Tchr/Chair/Coord
6. Elisa Pulido-Ragus		eragus@ghchs.com	English Tchr/Dept Chair
7. Andrew Nelson		annelson@ghchs.com	Math Teacher
8. Norm Holloway		nholloway@ghchs.com	Sp Ed Teacher/Dept Chair
9. Maribel De La Torre		mdelatorre@ghchs.com	Development Director
10. Karla Diamond		kdiamond@ghchs.com	Human Resources Mgr
11. James Salin		jsalin@ghchs.com	Governing Board Chair
12. Janet Alston Jackson		jjackson@ghchs.com	Governing Board Membr
13. Lorene			GHCHS Parent

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than **Tuesday, November 12th**. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Brian Bauer

Name/Team Representative

Rita Bauer 10 November 2010

Signature/Date

Granada Hills Charter High School

Applicant Team Name/Organization

Standard RFP Application

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EXECUTIVE SUMMARY

1. Executive Summary (5-7 pages)

- a. **Mission and Vision.** State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

GHCHS is applying to create VRHS #4 as an independent charter school because of its extensive experience and proven track record working with a population of students similar to those projected at VRHS #4. Based upon the annual strong demand for enrollment at GHCHS (including an annual wait list of approximately 2500 students) we believe replication of the GHCHS model—including its independent charter school governance design-- is the strongest recipe for academic and operational success of the new VRHS #4. Through its sole statutory membership, GHCHS shall hold VRHS #4 accountable for the successful implementation of the charter's educational and operational program components outlined in its charter.

In replicating similar learning experiences – a personalized environment that speaks to how students learn best, increased time for learning, a variety of activities and strategies that engage and inspire – GHCHS will support VRHS #4 with its mission, vision and goals. More students in our community will now have the opportunity to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused charter high school and a learning center that is a source of community pride.

VRHS #4 Mission - Create a **community-based high performance model of educational excellence guided by core beliefs, cultural sensitivity, research based instruction, collaboration, and built in accountability**, that serves the social and academic needs of a diverse student body reflective of the population of the Los Angeles Unified School District and other public schools.

VRHS #4 Vision - Ensure that students **acquire seminal knowledge and exercise key habits of mind and essential skills** leading to graduation and in preparation for college and the 21st century workforce.

VRHS #4 Core Beliefs - To prepare students to enter and succeed in college and the 21st Century work force, VRHS #4 will ensure:

- College and 21st Century Career Readiness
- Increased Instructional Time
- Highly Qualified and Effective Teachers, Support Staff and Leaders
- Accountability with Data Driven Results
- Operational Independence and Financial Strength
- Student, Parental and Community Engagement
- Safe and Personalized School Culture

We believe that an educated citizen in the 21st century must have the essential skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, demonstrate proficiency in the standards identified by the State of California, participate and work productively, and communicate fluently in English and another language (Jacobs, 2010). In addition, **students at VRHS #4 will use both declarative and procedural knowledge to form key habits of mind:** gather evidence; make connections; analyze; synthesize and communicate; and,

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apply and evaluate. **Upon graduation, students at VRHS #4 will have the following essential skills, knowledge and attributes:** gained demonstrable knowledge in both core and non-core disciplines as defined by California State Standards and frameworks; and, mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings; internalized values that will enable them to be productive and responsible citizens; and, developed talents and abilities associated with their future goals. **In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from VRHS #4 will be: An Effective Communicator, An Information Manager, A Problem Solver, A Productive Member of Society, and A Lifelong Learner.**

- b. **Student Population.** Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

Based on the Zone of Choice allocation, the proposed student population for VRHS #4 -- in the same city as and less than one mile from GHCHS -- has many similarities with the student population (English Learners, GATE, socioeconomically disadvantaged, special needs) at GHCHS. At VRHS #4, we anticipate that many students, particularly English

GHCHS Subgroups		Significant Ethnic Groups	
Gifted & Talented	23%	African American	5%
Socio-Economically Disadvantaged	69%	Asian	10%
Students with Disabilities	11%	Latino	67%
English Learners	19%	White	13%
Percentages based on Zone of Choice weighting of sending school 2010 data			

Learners and Socioeconomically Disadvantaged, will enter below grade level, skills-deficient in one or more subjects, and come from areas of low literacy and high poverty. Poverty remains a significant economic barrier for many Valley families (U.S. Census Bureau, 2010). With 69% of students eligible for the federal school lunch program VRHS #4 will address related issues of personal and family challenges. Critical educational needs will be study skills acquisition, school, community and social services support, parent/community outreach, staff training, and refinement of literacy and computational skills. Programs and practices like those at GHCHS for traditionally underperforming students (for example: Summer Transition Academy, Skills for Success, RSP program, RTI, EL, Rachel's Challenge, college/career programs and parent seminars, Tutoring Program, Revolution Plus Math Program) will be employed for students to graduate high school prepared to enter and succeed in college and the 21st Century

2010 API Data	GHCHS	Cleveland	Kennedy	Monroe	Northridge
Overall API	874	756	695	648	725
English Learners	791	623	621	601	632
Socio-Economically Disadvantaged	839	725	694	664	701
Students with Disabilities	648	471	460	458	N/A
African American	N/A	719	N/A	N/A	N/A
Hispanic	828	696	682	648	694

workforce. Like at GHCHS, GATE students will experience differentiation in the classroom, opportunities for higher level courses, and the afterschool enrichment. Eleven percent of VRHS #4

students will be Students with Disabilities requiring significant academic and personal support. The Service Plan for Students with Disabilities for VRHS #4 is modeled after the successful GHCHS program that serves students under IDEA, Section 504 of the Rehabilitation Act of 1973, and the Modified Consent Decree. As at GHCHS, VRHS #4 will support students' personal interests and college/career aspirations.

GHCHS has extensive experience and a proven track record engaging and supporting a population of students similar to those projected for VRHS #4. Moreover, GHCHS is steadfastly committed to academic excellence for every student as evidenced by our strong student performance results with all

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students and targeted student groups in this same community. The GHCHS 2010 school-wide 874 API, a jump of 113 points since our 2003 charter inception and a 135 point increase since the API inception in 2001, is the highest of any public comprehensive high school in Los Angeles. Students with Disabilities, English Language Learners, Socio-Economically Disadvantaged, Hispanic, and African American subgroups have seen the most significant annual and historic API gains, equal to or better than the whole school API of the majority of LAUSD and Local District 1 senior high schools. GHCHS students in the Students with Disabilities subgroup (648) outperform similar students at ECR (541), Kennedy (461), Monroe (460), and Cleveland (471) due to the services, support and opportunities provided to the student population at GHCHS.

In addition GHCHS has a 2010 96% CAHSEE pass rate on English and Math at the 10th grade; a 98% high school graduation rate; a 99% acceptance rate of GHCHS graduates into two-and four-year colleges; and marked 2010 CST Proficient and Advanced Student Results: English Language Arts 78%, End of Course Science 65%, History 77%, Math 49%, World History 76%, 10th grade Life Science 81%. GHCHS is currently under review to serve as an International Baccalaureate (IB) Diploma High School, the only public high school in the City of Los Angeles to offer IB, and desires to bring the program to the students at VRHS #4. **GHCHS believes that with sufficient support and motivation all students can learn at the highest levels.**

- c. **Instructional Program. Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.**

VRHS#4 will employ a guaranteed, Standards Based Curriculum designed for an extended academic school year (189 days plus summer session) and school day (a 410 minutes school day with Periods 1-7 plus before/after school programs) that will increase time for learning and student outcomes and prepare students for the challenges of college and the 21st Century workforce. Based on data-driven decisions, the instructional program will be the foundation of an equity-driven system. Curriculum will be linked among disciplines in courses and programs and provide a view into a wide range of cultures and perspectives. All students – at or below grade level, English Language Learners, Gifted and Talented and Special Education – will receive a college preparatory (UC/CSU-approved) curriculum focused on a theme-based interdisciplinary program. Students will learn how to prepare themselves for college and careers by acquiring essentials skills and using project-based learning to respond to universal questions. Foundational 9th and 10th grade courses will strengthen critical reading, writing, research and thinking skills and introduce students to interdisciplinary concepts aligned with interest-based communities (IBC). At the end of 10th grade students will choose one of the communities, high-quality programs that will operate as career pathways. **VRHS #4 input supports the following three (3) college/career interest-based communities (IBC): the Arts; Sustainability Science; and Commerce, Culture and Communication. At VRHS #4 this will be known as the A¹S²C³ (A-One, S-Two, C-Three) Program.** Students will be in one of these IBC academic programs during their junior and senior year. Due to an equity-driven culture any student can select Advanced Placement courses or choose to be in the IB Program.

VRHS#4 will employ a range of pedagogies based on best instructional practices based on sound educational research. Project-based and inquiry-based instruction, integrated technology, and authentic experiences are among those that traditionally engage students. VRHS #4 will use Wiggins and McTighe's research based model, *Understanding by Design* (UbD) as a framework for instructional planning. Emphasizing the teacher's critical role as a designer of student learning, the "backward

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planning” system will provide autonomy and flexibility for teachers to use a thinking-based curriculum with a common vocabulary for pedagogy, essential questions, clear expectations for rigor and relevance, and formative assessments. Uniform unit and semester planning will be enhanced by teacher professional judgment and creativity. In addition, VRHS #4 teachers will incorporate the nine most used instructional strategies as identified by Marzano, Pickering and Pollock (2005). **This research shows that student-directed activities encourage variation and broaden understanding, and graphic forms of representation are extremely effective for students of different learning modalities as they increase and stimulate brain activity. Internships and field work are additional hands-on strategies that are supported by the current research. Students will focus on an overarching universal question in an interdisciplinary context leading to their IBC studies.** A CDE CTE study shows that career pathways that include equity, access, choice, personalization, high-quality teaching and other key elements such as industry partnerships lead to student success (CDE, 2010).

Students who matriculate below grade level in one or more subjects or are English learners will have access to a specialized summer program, additional support during one of their seven classes, as well as before/after school. Special Education students will be supported through their IEP and Resource Specialist Program. English Language Learners will receive English language development in specialized and core academic classes. **In addition, VRHS #4 students will have Enrichment Seminar, an advisory period for personalized support, technology skills, community service project design, and targeted access to virtual online UC/CSU A-G courses, a strategy that has shown great success at GHCHS and further reinforces our commitment to prepare students for the 21st century.**

- d. **School Culture.** Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

VRHS #4 will be a student centered school that provides a cordial and collegial environment of respect, a challenging, college/career ready comprehensive high school education, celebrates the cultural heritage of students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus. As a new school, VRHS #4 has the advantage of creating a culture that encompasses the heart, soul, and spirit of what our students deserve; a culture that communicates hopefulness and a belief in the power that students, teachers and community members can work together to improve the future of all human beings. **VRHS #4 will be a student centered school that provides a cordial and collegial environment of respect, a challenging, college/career-ready comprehensive high school education, celebrates the cultural heritage of the students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus.** The rule of **respect for all** will be modeled through positive daily interactions and personal relationships between students and adults, and adults and adults. Since VRHS #4 is a new school, it has the capability of intentionally creating its own history and traditions that will support the core values of personalization, student, parent and community engagement, college readiness, and accountability that are embedded in the school’s vision and mission and shape its identity.

- e. **Accountability and Performance Goals.** Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

(NOT REQUIRED TO RESPOND AT THIS TIME)

All accountability and performance goals for student performance and program success are aligned to the school’s mission. The accountability goals and metrics are guided by state and federal Annual Yearly Progress mandates, the VRHS #4 Performance Matrix, and goals for school staff. Additional guidance on

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school accountability will come from the GHCHS Support Team through accountability measures aligned to GHCHS Governing Board goals and WASC self-study goals. See Standard application section 4. Assessments and School-wide Data, a. Assessment Philosophy and e. Data Collection and Monitoring, and 7.a. Performance Management for GHCHS Performance Matrix. Also see Supplemental Application NETWORK PORTFOLIO AND PERFORMANCE, 3. A. Performance Data for outcomes.

- f. **Community Analysis and Context.** Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

VRHS #4 is located in mid-Granada Hills (10445 Balboa Boulevard), a largely working class suburban community adjacent to the communities of Northridge (west), North Hills (southeast), Mission Hills (east) and Reseda (south). These are suburban communities with a mix of housing, commercial buildings, public parks and public and private schools. The primary industries in these communities are construction, retail trade, professional services and health care with 70%-80% of adult residents in white collar occupations. In the last 5 years this portion of the San Fernando Valley has experienced growth in the Hispanic and Asian populations and a decline in the White population. Approximately 25% - 30% of the population is 18 years of age or younger. Parent education levels show that 30% - 40% of residents are high school graduates and have 2 or more years of college education (CLR, 2009).

Students who will be attending VRHS #4 live primarily in the Granada Hills area of the northwest San Fernando Valley but may also matriculate from the Northridge, Mission Hills, North Hills or Reseda communities due to the LAUSD zone of choice and feeder school patterns. **The projected 9th through 12th grade student enrollment (1250) in the VRHS #4 Zone of Choice will be 13% White, 67% Hispanic, 10% Asian and 5% African American. 69% of these students are projected to be socio-economically disadvantaged and 19% are English Learners, an indicator that these traditionally underperforming groups will need additional academic and social supports. GHCHS has been a Title 1 school since its first year of charter status with great success in raising the achievement of these student populations.**

The input we have received on our application for VRHS #4 shows that families in the VRHS #4 community recognize that their local high school may or may not address the educational needs and goals of their children. Monroe, Kennedy and Cleveland High Schools each have struggled with educating their students as evidenced by Program Improvement status, dropout and graduation rates, while GHCHS serves as a model for academic success with a proven track record of providing outstanding educational opportunities for students in the Granada Hills/Northridge area of the San Fernando Valley as well as students across Los Angeles who have attended through LAUSD Magnet, PWT, and CAP programs, as well as Open Enrollment and School for Advanced Studies (SAS) permits. GHCHS has supported a diverse student population in reaching their goals through high academic expectations, relevant and rich learning experiences, targeted intervention, and a nurturing social and emotional environment. Graduates have achieved at the highest levels and applied their learning to benefit the greater Los Angeles community which perceives GHCHS as a highly desirable school of choice so that we currently have approximately 2500 students on our wait lists. In VRHS #4, neighborhood families will have the opportunity to access a new charter school modeled after the success of GHCHS.

A survey of parents interested in having their students attend VRHS #4 indicate that other critical needs for the school are school security, after school programs, traffic control, adequate supervision of students both on and off campus, and strong community involvement in maintaining a safe campus.

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GHCHS is considered one of the safest schools in Los Angeles. A strong Safety Plan, the employment of a full-time school police officer, 24-hour security guard, and ample campus safety aides, the installation of campus wide security cameras, an anti drug/weapons K-9 Program, a coordinated afterschool program of athletics, clubs, and tutoring, a closed campus, and opportunities for parent communication and involvement have supported school safety at GHCHS and will be replicated at VRHS #4.

Over its 50 years of operation, 43 as a traditional comprehensive high school and 7 as an independent charter, GHCHS has developed relationships with community service groups, colleges and universities, industries and businesses, Granada alumni and organizations such as California Business for Education Excellence (CBEE), Valley Industry and Commerce Association (VICA), and Valley Economic Alliance that serve to benefit our students and our graduates, and will do the same for VRHS #4 students and graduates. All of the communities adjacent to VRHS #4 benefit from vibrant community organizations such as Old Granada Hills Residents Group, Neighborhood Councils, Granada Hills and North Valley Regional chambers of commerce, and community service clubs. GHCHS has reached out to these groups for input on our VRHS #4 application receiving very favorable support of GHCHS operating the new school. Since spring 2010 GHCHS has:

- hosted four well-attended community meetings to share our application and gather input
- presented at over 20 community and civic organization meetings
- attended all PSC community and LAUSD meetings
- hosted a VRHS #4 PSC website and Facebook page for online parent and community input and info
- as of November 30, 2010 received **4,443 community signatures in support** of the GHCHS application for VRHS #4
- received **VRHS #4 application endorsement** from state, city and county public servants as well as local business and community organizations (see Appendix 35)

These kinds of opportunities to listen to, engage and support parents will continue if our VRHS #4 application is approved. **Also, the GHCHS parent engagement model of a school-based parent liaison, parent education workshops, parent and community representatives in every level of school governance including the Governing Board, a PTSA parent volunteer coordinator, web-based communication tools, extensive parent/community booster organizations, a Title 1 Parent Involvement Policy, a Parent-Student Handbook, and commitment to parent volunteerism will be replicated at VRHS #4.**

g. Leadership. Provide an overview of the proposed school's governance structure and Leadership Team. Highlight the strengths of the Leadership Team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

Board of Directors - As an independent charter school, VRHS #4 will have its own Board of Directors comprised of parents and community members that bring the appropriate mix of skills and expertise necessary to operate a charter high school. VRHS #4 will be incorporated as a 501(c)3 non-profit benefit corporation by March 2011. As the sole statutory member of the VRHS #4 Board, the GHCHS Board of Directors will nominate, approve and remove, if necessary, members of the VRHS #4 Board which will **ensure the replication of successful GHCHS practices and programs at VRHS #4.** However, the VRHS #4 corporation will have all legal and fiduciary responsibilities, including the approval and supervision of the budget and all school policies and programs to successfully operate the school. The VRHS #4 Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of the facility, fundraising, and ensuring that the VRHS #4 resources are managed effectively.

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VRHS #4 is committed to developing working and learning environments in which all stakeholders are actively engaged. The VRHS #4 academic, professional and outreach program will integrate strategies to disseminate data, obtain feedback, and engage stakeholders in the various levels of decision making.

Advisory Committees - To ensure school-specific policies and sound Board decisions, advisory committees such as Curriculum and Instruction, Operations and Student Services, comprised of students, employees, parents and community members will discuss and formulate related proposals to the VRHS #4 Leadership Team and/or Board of Directors. The by-laws for these advisory committees, modeled after the GHCHS advisory committee bylaws, will be developed and approved by the VRHS #4 Board prior to the 2011-12 school year.

School Administrative Structure - VRHS #4 shall hire its own Executive Director/Principal who will serve as the day-to-day manager and instructional leader of VRHS #4 and after VRHS \$4 Board approved, will contract with GHCHS for other school services (including leadership coaching, business services, instructional program support, and operations support). The Executive Director/Principal shall report to the VRHS #4 Board of Directors. Two Administrative Directors (Instruction/Counseling and Operations/Student Affairs) shall report to the Executive Director/Principal.

Leadership Attributes: Selection of the Executive Director/Principal will be based on proven experience in education leadership, educational vision along with experience and success with educating ALL students, demonstrated ability in program design and development and entrepreneurial capacity, and interest in and commitment to educational reform. The Executive Director/Principal must possess a BA, MA (or equivalent), an Administrative Services Credential, five or more years of successful public teaching experience, seven or more years as a site administrator in a public school, preferably in both a traditional public and a charter school, and be bilingual (preferred).

The VRHS #4 Leadership Team beyond the Executive Director/Principal will include the following positions:

- **Two Administrative Directors**
 - **Academic Programs Coordinator**
 - **Special Education Coordinator**
 - **English Learners Coordinator**
 - **Guidance/College/Career Counselor**
 - **Three lead teachers (A¹, S², C³ Interest Programs)**
- [See Appendix 24 for Admin Flow Chart]*

The VRHS #4 Leadership Team will confer bi-monthly to address planning and management issues, student progress, and progress with educational program implementation.

In order to ensure replication of the successful GHCHS programs at VRHS #4, the GHCHS Leadership Team will provide experienced and needed direction to VRHS #4 and its Leadership Team. The GHCHS team has a proven track record of operating one of the most successful and largest charter schools in the country, has unique experience in traditional and charter school organizations, has worked extensively with multiple start-up and conversion charter organizations in Los Angeles and across the state and led the GHCHS conversion in 2003. In addition to the strongest instructional and operational expertise, the GHCHS team has experience in leadership development, data analysis, financial management, school culture, accountability, fundraising and school construction. The GHCHS Leadership Team includes but is not limited to:

- Brian Bauer, ED
- Walter Wallace, CBO
- Dilmit Singh, Adm Dir, Instruct/PD
- Patricia Givant, Adm Dir, Account/Tech
- Chris Davis, Admin Dir, SpEd/Athletics
- Julia Howelman, Adm Dir Couns/Facilities
- Joan Lewis, Adm Dir Attend/Discipline
- Connie Dunn, Adm Dir Interven/Activities

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- Judie Baumwirt, Academic Programs Coord
- Elisa Pulido-Ragus, English Dept Chair/Tchr
- Karla Diamond, HR Manager
- GHCHS Classified Managers in Human Resources, Facilities/M&O, Food Services, Student Body Finance, Student Data Systems, Security/Events and Information Technology/Network.
- GHCHS Instructional Leadership in English, EL, Math, Science, Social Science, VAPA, PE, Special Education, World Languages, and Career Tech Education, and Counseling
- Maribel De La Torre, Development Director
- Karla Diamond, HR Manager

h. School Governance Model. Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference Appendix B for more information on the governance models listed above.

We believe the autonomy and control over resources afforded to a fiscally independent charter school will best allow VRHS #4 to achieve a successful replication of GHCHS's educational program so as to achieve the performance goals and outcomes outlined in this application. Fiscally independent charter status will allow VRHS #4 to better secure community input and involvement at the local level; the focus on local collaboration among employees, parents and students creates a community of "ownership" that is optimum for the School to achieve its goals. As a charter school VRHS #4 will be free from most regulations that apply to school districts. Independent charter schools have more flexibility in defining their employment relationships with their staff and in how they use many state categorical funds, which for regular schools are targeted for specific students or programs. Charter schools may also rely on independent fundraising, grants, and corporate sponsors for additional funds. The financial latitude given to charter school status has allowed GHCHS the flexibility to establish a \$10 million reserve (nearly 30% of our operating budget), a Standard & Poor's AAA (triple A) credit rating and the strongest audit reports.

Academic and fiscal flexibility has allowed us to design and provide programs that support rigorous, standards-based instruction, curriculum and assessment. Our school culture has high expectations for students in the way they behave and learn. In the last seven years as a charter GHCHS has surpassed the performance levels of all comprehensive high schools in the LAUSD earning a full WASC 6-year accreditation without a mid-term review, is now ranked in the top ten percent (decile) of all schools in California and is eligible again to be a California Distinguished School.

GHCHS is applying to create VRHS #4 as an independent charter school because of its extensive experience and proven track record working with a population of students similar to those projected at VRHS #4. Students at VRHS #4 will share similar learning experiences – a personalized learning that speaks to how students learn best, increased time for learning, a variety of activities and strategies that engage and inspire them – and VRHS #4 parents will be partners with accountable highly qualified teachers and an innovative and responsive Leadership Team that supports equity for all students. More students in our community will now have the opportunity to attend a high-achieving, self-governed charter school and benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused charter high school and a learning center that is a source of community pride.

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INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction (15 pages + attachments)

- a. **Instructional Philosophy:** Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

We believe that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, demonstrate proficiency in the standards identified by the State of California, participate and work productively, and communicate fluently in English as well as an additional world language. **Through readings and content discussions in core subjects such as English language arts that will use global literature, both fictional and non-fictional, and social sciences, students will engage in real life situations of a pluralistic society and use anecdotes and scenarios to examine personal feelings, attitudes and reactions. An interdisciplinary curriculum that builds cultural sensitivity and celebrates differences validates individuals, enriches interpersonal communication, provides relevance and enhances lifelong learning.** Explorations into cultural differences in the form of authentic projects – projects that connect to the lives of the students’ culture and experiences, and school-wide celebrations with a global perspective will be integrated into the culture and curriculum of VRHS #4.

Based on the 2009-2010 data summary sheets from LAUSD per the “zone of choice” allocations granted to the sending schools, the projected first year student population at VRHS #4, grades 9-11 will be approximately 69% socio- economically disadvantaged, 19% English Learners, 23% gifted and talented, and 13% Special Education. Projections also suggest that the ethnically diverse populations will be as follows: 67% Latino, 13% white, 10% Asian, and 5% African American. **To serve the educational needs of this diverse population VRHS #4 will use a research based “guaranteed” and “viable” curriculum and instruction program that has worked successfully at GHCHS.** Marzano states that “...a guaranteed and viable curriculum is primarily a combination of two factors “opportunity to learn” and “time” (2000). Both have strong correlations with academic achievement, yet are so interdependent that they constitute one factor. **The longer school day and focused instructional strategies discussed in this document will allow teachers at VRHS #4 to replicate GHCHS’s rigorous model of “backward planning” for instructional design.**

VRHS #4 will use Wiggins and McTighe’s (2005) research based model, *Understanding by Design* (UbD) otherwise also known as “backward planning” as a framework for instructional planning. Emphasizing the teacher's critical role as a designer of student learning, UbD helps teachers clarify learning goals, design assessments of student understanding, and craft effective and engaging learning activities. The “backward design” or “backward planning” is not a prescribed system and does not use one single pedagogical approach. **The autonomy and flexibility within the design will allow teachers at VRHS #4 to use an interdisciplinary, inquiry-based thinking curriculum to structure their unit plans on a standards based curriculum.** Teachers will identify desired results, determine acceptable evidence and plan learning experiences and instruction. Teachers will begin with big ideas and important connections that they want students to remember. Planning backwards, they will identify what curriculum students need to hear, read, view, explore or otherwise encounter. The declarative knowledge will lead students to facts, concepts and principles, and the procedural knowledge will help with processes, strategies and techniques for learning. Working backwards from what students must learn and how they will they learn

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will help determine the guaranteed content and create specific learning goals that students will “own” (Wiggins and McTighe, 2005).

Upon graduation, students at VRHS #4 will have gained demonstrable knowledge in both core and non-core disciplines as defined by California State Standards and frameworks; mastered the cognitive and learning skills that will enable them to use this knowledge in college and other post-secondary settings; internalized values that will enable them to be productive and responsible citizens; and, developed talents and abilities associated with their future goal in accordance with the Expected School-wide Learning Results (ESLRs). The progress will be monitored through ongoing and culminating assessments. A core curriculum with a global perspective and integrated technology will help prepare students for the 21st Century. Every student who graduates from VRHS #4 will be:

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

- b. Core Academic Curriculum: Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.**

Standards Based Core Curriculum

The core VRHS #4 UC/CSU A-G standards-based curriculum is based on GHCHS courses that have a College Board number and are approved by the University of California Office of the President (UCOP) for all 9th through 12th grades courses. [See Appendix 31-Course Requirements/List] Like GHCHS, VRHS #4 will have a clearly articulated curricular plan with similar success for the same population of students. The UC/CSU A-G curriculum used at GHCHS has been highly effective generating a current 99% graduation rate with 98% of graduates consistently attending 2-year or 4-year colleges and universities with an anticipated similar population. A standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education and State Superintendent of Instruction have adopted standards-based curricula for the subject areas of Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Health, Physical Education and World Languages and Cultures. VRHS #4 will use these California standards as the center of its academic programming, as they continue to evolve through State Board adoption. VRHS #4 curriculum will also meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges. Courses will be offered in Applied Technical Arts, English Language Development, English Language Arts, Kinesiology and Physical Education, Mathematics, Science, Social Science, Special Education, Visual and Performing Arts, and World/Heritage Languages. **Students will access the core curriculum in their interest based**

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interdisciplinary communities of learning - The Arts Community, Sustainability Science, and Commerce, Culture and Communication (A¹S²C³) as discussed later in this section.

Applied Technical Arts: Exploration of current job markets highlights the need for students who have technical skills in core and applied sciences. Applied Technical Arts instruction helps students to be prepared for today's job market. Career Technical Education (CTE) courses help students understand the critical significance and impact of technology on educational and career aspects of life; demonstrate the ability and skills necessary to utilize technology, take advantage of the almost infinite resources available to enhance their college and career prospects; and learn to recognize the relationship between the Technical Arts (CTE) and society. Students may meet standards in applied technical arts by taking classes such as: Robotics, Yearbook, Computer Applications, Web Design, Digital Imaging, Cartooning Animation, Stagecraft Construction, Stage Design and Lighting, Media Communications or Design.

English Language Development: The goal of the English Language Development Program is to create proficiency in the English Language so that students can access and be proficient in all subject areas. Self-esteem and self-worth and pride in one's language and culture will be highlighted and interwoven throughout the curriculum.

Teachers at VRHS #4 will replicate the existing successful programs of GHCHS to better meet the above stated goals, with particular emphasis on Language Arts (including ELD and SDAIE). Demonstration of proficiency in all areas of communication in English including listening, oral communications, reading and writing will be expected. VRHS #4 will follow English-Language Development Standards for California Public Schools that meet the needs of the ELD learners. ELL 1AB, 2AB, 3AB and 4AB will be offered. As a support class for ELD students, VRHS #4 proposes to offer an ancillary elective course entitled *American Culture through Television*. ELL 3 and 4 will meet the state standards for grade nine English. ELL level 1 and 2 teachers will use the *Edge Series* as a starting point and work through backward planning from the level 2 and 4 curriculum to supplement and support the text-based instruction. ELL Teachers will partner and collaborate regularly with the ELA teachers to provide the comprehensive 9th grade ELA Curriculum to ELL students.

English-Language Arts: The goal of the English Language Arts Program is to analyze ideas in literature and expository texts using evidence as justification for interpretation, using language to discuss ideas and become informed. Critical thinking that utilizes the skills of interpreting, analyzing and synthesizing will help students become effective citizens in society, in the workplace and in lifelong learning. Students will perform at a proficient level of reading, writing, speaking, and listening as guided by the California State Standards. Following the guidelines set by the Modern Language Association students will use research questions to guide the research process and will document research accurately and professionally. In preparation for the IB Program, the ninth and tenth grade English classes will support a strong reading and writing program that is heavily focused upon contextualized expository primary and secondary texts and research skills. A structured and comprehensive writing program developed by GHCHS teachers will be replicated and customized at VRHS #4 based on student needs.

Students will meet A-G requirements by taking the following courses in sequence: English 9AB, English 10AB, American Literature and Composition, English 12AB and elective classes. Certain classes will be offered with honors credit to meet the needs of the gifted and talented students. AP English Language and Composition and AP English Literature and Composition may also be available. Upon authorization as an International Baccalaureate World School, all students interested in the Diploma or Certificate Program will be able to access classes such as the two-year IB English Language and Literature course.

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IB and AP classes will be offered side by side. At all grade levels student writing proficiency will be measured by department-wide common assessments that are graded collaboratively by the department. For students having difficulty meeting proficiency standards in course work, targeted intervention will be utilized in the classroom using various instructional strategies, tutoring and/or other models of intervention as determined by individual student needs will be used. Other English electives such as Drama AB, and Speech AB, will be offered in the junior and senior year as part of the A¹S²C³ program.

Kinesiology and Physical Education/Health: Physical Education is an integral part of the education program for all students. The curriculum provides sequential development to help the students acquire knowledge of their body, appropriate advance movement skills, positive attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle for life. Integration of the CA Content Standards of the health curriculum will support nutrition and healthy choices that improve the quality of life. The student should demonstrate knowledge of kinesiology through the performance of exercises, written examinations and observations by the instructor. The standards addressed in 9th and 10th grades are aligned to those addressed on the California Physical Fitness Gram. Other options for Physical Education will include Dance. VRHS #4 will provide a Certified Adaptive Physical Education Instructor to teach students whose IEP indicates that they will receive this support for their physical education.

Mathematics: The goal of mathematics instruction is to lay a foundation of math literacy in concept and application. Students will express, interpret and use mathematical concepts to construct valid arguments and solve real-world problems; demonstrate conceptual understanding through appropriate application of mathematical skills and problem-solving techniques. Revolution Prep, an online mathematics program that has been successfully used to provide intervention for struggling math students at GHCHS, will be integrated into course instruction at VRHS #4 as targeted intervention within the classroom. GHCHS teachers will work with the VRHS #4 teachers to help with modifications of the program as necessary to meet the needs of their student population.

An analysis of the potential student population determines that the majority of the students (likely 75 to 90 per cent) will begin their math studies with an introductory algebra course (Algebra 1). Over the course of this first year, these students will become proficient in basic algebraic concepts and applications and address any deficiencies that may exist in their basic math skills through the use of Revolution Prep Math and targeted intervention. Students who have demonstrated a pre-existing proficiency in Algebra 1 will begin their studies with a course in intermediate algebra (Algebra 2) or a combined course in intermediate algebra and pre-calculus topics (Algebra 2/Trigonometry). Students will complete their A-G math requirements with a course in Geometry. Advanced math courses may be available for interested and accelerated students such as Finance or Business Algebra, Math Analysis, AP Calculus, AP Statistics and IB Mathematical Studies based upon student needs and enrollment. Students who have not passed the California High School Exit Exam (CAHSEE) mathematics section will be required to participate in math workshops and/or a math course designed to prepare students to successfully pass the exam.

Science: The goal of science instruction is to foster an understanding and be able to demonstrate through application the use of the scientific process in problem solving; develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications; use technology for information retrieval, data acquisition and analysis, and communications; demonstrate mastery of research skills and scientific writing. Proficiency of science standards may be met in the following foundational courses: Biology AB, Chemistry AB, and Physics AB. Honors and

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Advanced Placement courses and IB Biology or IB Environmental Systems and Societies may be offered to meet the needs and interests of GATE students and/or those students wishing to pursue an IB Diploma or IB Certificate course. In addition, other science electives may be offered to meet the needs of the students in A¹S²C³.

Social Science: The goal of Social Science instruction is to foster a culturally sensitive perspective rooted in civic-mindedness and egalitarian principles. The courses will help students understand universal concepts by using a variety of sources; the recognition of the dignity of the individual and the importance of ethical issues in the context of societies; the understanding of religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; the analysis of patterns of global change; applying basic economic and political concepts; knowledge of the role minorities, immigrants, and women have played in society; the understanding of the basic principles of democracy and the origins of basic constitutional concepts; the development of political systems across time; the knowledge of the globalization of national affairs; and the use of time and chronology in the analysis of cause and effect. Social Science standards may be met through the following courses: Geography, Modern World History AB, US History: 21st Century AB, Government, and Economics. Honors and Advanced Placement courses will be offered in the areas of U.S. History, Government, Economics, World History, and European History. IB Psychology and IB History of the Americas will be offered to those wishing to complete an IB Diploma Program or IB Certificate Course.

Special Education: The goal of special education is to address the academic, vocational, and social-emotional strengths and needs of all special education students. Multiple methods for assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (i.e. parents, teachers, designated instructional service providers, etc.) Students will access the general education curriculum in all subject areas, with accommodations and modifications and related services, appropriate to each student's needs pursuant to an Individualized Education Plan (IEP) in the Least Restrictive Environment. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all students with exceptional needs. VRHS #4 will continue federal and state mandated education services. Students with IEPs will be provided support by a Counselor as well as hands-on experiences through work experience.

Visual/Performing Arts: The goal of visual and performing arts instruction is to recognize the relationship between the arts and society and the connection to one's own culture. Students in art classes will have the ability and opportunity to demonstrate their own creativity utilizing any medium. Critical thinking skills will be developed to allow for informed judgments about the arts and aesthetics. Courses offered to meet the VAPA standards may be Drawing AB, Design Craft AB, Painting AB, Cartooning and Animation AB, Digital Imaging AB, Choir AB, Vocal Ensemble AB, Jazz Ensemble AB, Band AB, Instruments AB, Keyboards/Music Technology AB, Drama AB, Theatre Arts Workshop and Play Production. Possible advanced courses such as AP Drawing AB, AP Studio Art AB, AP Music Theory as well as IB Theatre Arts may be offered.

World/Heritage Language: The goal of the World Languages is to create citizens of the world. Students will use languages to communicate effectively and appropriately in listening/viewing, speaking/signing, reading and writing; to understand the cultures of the peoples who use the target language; to understand the value of the target language in our own society. Languages offered may include the equivalent of three or more years in the following: Spanish and Spanish for Spanish Speakers and possibly Arabic and/or Mandarin. VRHS #4 will continue to offer Honors and Advanced Placement

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classes in world languages and cultures to heterogeneously grouped students. Upon approval, IB Diploma and IB Certificate students will be able to access an IB Language B course in Spanish and possibly Mandarin or Arabic.

At VRHS #4 **the interdisciplinary academic program A¹S²C³ detailed below** rests on the instructional philosophy that all students can learn and that intelligence is not fixed. Through a model of interdisciplinary inquiry- based learning all students access a UC/CSU A-G curriculum. The proposed curriculum is culturally relevant and aligned to connect students to college majors and real world career interests. **All students – at or below grade level, English Language Learners, Gifted and Talented and Special Education -- will receive a rigorous 4-year college preparatory curricular program with access to available Advanced Placement (AP) courses and the International Baccalaureate (IB) Diploma Program (upon authorization).** Students who matriculate below grade level in one or more subjects will have access to support beginning in summer before school commences in August, a daily seventh period advisory/enrichment course that will prepare them to attain the ESLRS, and after school support classes.

In 9th and 10th grade students will have access to a relevant integrated standards-based, skills-driven core curriculum that includes applied technology, career technical education themes, and career-based learning opportunities leading to their selection of a VRHS #4 interest-based community (IBC). In their Upper Division classes, students will have access to three interest-based communities (IBCs): The Arts Community (A¹), The Sustainability Science Community (S²), and The Commerce, Culture, and Communications Community (C³). **These interest-based communities were selected because they are supported by both community-based input received by GHCHS during the PSC 2.0 process and because these are key 21st century career pathways projected to have significant job growth (CDE, 2010).** The foundational skills for all communities will be developed through interdisciplinary curriculum involving English language arts, social sciences, the sciences, and the arts.

The Arts Community (A¹) The Arts Community will provide an opportunity for students to visualize and experience the customs, traditions, and beliefs of diverse cultures through a variety of visual and performing art forms using performance-based and technology-based methods. Instruction will involve a rigorous text-based curriculum with activity-oriented methods, in order for students to build and enhance their proficiency in the areas of sense perception, reasoning and reflection. By reading, listening, viewing, researching, writing, speaking, and performing or creating experimentally theatrical/music/art forms, students cultivate their artistic talents.

After reading and comprehending a variety of texts, students will employ creative and imaginative approaches to make the texts come alive, analyze and critique, and respond to a variety of issues that address community or global concerns. In their junior year the arts community will introduce students to performance-based texts as a way of making sense of their world. Students will be able to physically explore imaginative and creative ways to communicate their ideas and the ideas of others. Additionally students will be offered CTE courses in stage craft, costume design, sets, props, lighting and sound production, theatre program design (visual arts), and scenery. **Like GHCHS, VRHS #4 will seek university and business partnerships to sponsor activities that may be related to the arts.** [See Appendix 36-Partnerships] In addition to support provided by university and business partnerships, during the final year students will take a wider focus to the different arts. As the work becomes increasingly project based, students will learn how to merge their independent research with the art of improvisation, script-writing and directing, and with the goal of producing a performance of their own making that addresses either a community issue or a global concern. **Students in the visual arts will create a portfolio of their**

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work with an identified universal question that thematically ties their research and learning. Teachers will develop rubrics to assess student portfolios.

Sustainability Science (S²) “Sustainability science is a vibrant area encompassing fundamental research on interactions between human and environmental systems, as well as sustainability challenges relating to agriculture, biodiversity, cities, energy, health, and water” (Armour, 2010). Instruction will involve a rigorous text and technology based curriculum with activity-oriented visual and verbal techniques in order for students to build and enhance their proficiency in the areas of scientific reasoning, gathering evidence, analyzing, synthesizing, and drawing conclusions. By reading, listening, viewing, researching, writing, speaking, preparing to experiment, and finally applying their findings to problem based real life situations, students will sharpen their critical thinking, research and technological skills.

Real life applications require a strong core of science fundamentals and field study experiences. **In addition to support provided by university and business partnerships in this community, students will take courses in the core sciences which will be interwoven with their readings in the English Language Arts and address real world issues and global complexities.** Enrichment such as internships, field trips, field studies and career exposure through career tech education classes will create relevancy and connect to college and real life careers. Students will have opportunities to explore careers in public health, green technology, engineering and environmental science.

Commerce, Culture, and Communication (C³) Globalization is the integration of economic, political, and cultural systems through communication, transportation and world-wide trade. It is also a force for economic growth, prosperity, and democratic freedom that our students contend with as the boundaries of the world continue to shrink. To understand the environmental and human aspects of globalization, students need to understand how businesses work in an open market. **The C³ community will function to develop students’ personal consumer economic skills, create cultural sensitivity, and understand the role of communication in marketing and business practices.** Students will learn to work in teams, develop technological and leadership skills necessary for a multicultural exploration. Students will learn to communicate effectively as writers, listeners, and speakers in social and business settings.

Learners will continue their career explorations by exposure to business and university partnerships, internships, and VRHS #4 clubs such as speech and debate and other student leadership opportunities. Students will take blended classes such as algebra finance, business marketing and integrate them with readings about human rights issues, etc., to develop a holistic understanding of globalization. Using the integrated interdisciplinary curriculum (English, math, social studies, and business) will create a synergy necessary for students to understand the larger issues of commerce, culture and communication with respect to career interests.

Enrichment Seminar (ES) All students will take a 7th period Enrichment Seminar class with the same teacher all four years. The advisor/advisee relationship between teacher and student is important to foster relationships with students and their families. **This additional period will provide personalized support for skills development in literacy and computational skills, basic and advanced research skills, technology integration, and community service based on personally selected career foci. The Skills for Success component, the highly effective GHCHS program designed to support access and mastery of grade level standards, will address the needs of students who demonstrate academic deficits that are not most effectively addressed within the context of the larger classroom environment.** Based on data culled from the Summer Transition Academy (STA), students will be placed in ES with students at similar levels to provide appropriate intervention and tutoring. As students grow and evolve, the purpose of

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their ES will change to accommodate their needs. Upon authorization, the IB Community Action Service (CAS) component will be included.

Performance-Based Portfolio - In 12th grade all students regardless of major/pathway will complete a Performance-Based Portfolio (PBP), a culminating research/service project requiring a presentation to a panel of experts. For students enrolled in The Arts Community, a one-act play, music performance or art exhibit for the community supported by the senior research paper will serve as their PBP; for students in the Sustainability Science and Commerce, Culture and Communication pathways, an interdisciplinary research-based presentation of a topic that interests them in their field in a “defense of dissertation” format may be a fitting culmination project. The ES teacher as mentor and research coach for four years, parents and community members, and selected students who have demonstrated expertise will sit on the panel of experts. Successful completion of the PBP requirement will ensure that students leave VRHS #4 having accomplished school learning and character goals.

WASC - As a new school VRHS #4 will need to prepare for a preliminary accreditation through the Western Association of Schools and Colleges. An accreditation certifies that the school is a trustworthy institution of learning with programs and operations that support learning, and that the school’s self-study provides compelling evidence that the school is accomplishing its stated purposes and functions and is meeting an acceptable level of quality according to the WASC in its organization, curriculum instruction, assessment and accountability, and school culture and support for student personal and academic growth. **VRHS #4 will be able to seek WASC affiliation after its second semester of operation by submitting a Request for WASC Affiliation and an Initial Visit Description. WASC then sends an on-site visiting team and recommends accreditation status.** The Administrative Director over instruction along with a school WASC coordinator will lead the self-study. VRHS #4 will receive an Initial status for 3 years if it meets the WASC criteria for full accreditation and has a history and support system indicating a high quality program that can be sustained into the foreseeable future. GHCHS currently has a full 6-year accreditation which will serve to support VRHS #4 through the Initial accreditation process.

- i. **Autonomy: Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.**

For a successful instructional program to thrive and grow, schools must provide teachers time to meet and develop as professionals. Since, research states that the teacher is the most important variable in the learning of the students (Darling-Hammond, 2010, Marzano, 2007, & Reeves, 2009), teacher autonomy and flexibility to develop curriculum, align instruction and grow as professionals is instrumental in maximizing student learning. Teachers assess the needs of the students, determine current reality and build upon the existing knowledge of students. The flexibility to integrate and create interdisciplinary units of instruction for the A¹S²C³ program will help teachers connect assignments to students’ lives and interests. The interest based communities will focus on a universal question that deals with issues of the real world. **Engaging content, career/college-based opportunities, research-based practices, a culture of variety and innovation, and student-centered, inquiry-based learning will maximize student learning and engagement.**

In addition to the six periods, teachers will have the autonomy to determine student needs and provide individualized support during a seventh period Enrichment Seminar Class. Teachers can design the ES to meet the needs of struggling and /or advanced students; and/or provide additional opportunities to pursue community service projects aligned with their interdisciplinary units/classes. Whenever possible,

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students will be supported to make connections across disciplines and develop international mindedness. Teachers will:

- Meet on a daily basis to debrief before the beginning of class;
- Meet on 16 Tuesdays to develop and review progress of the integrated data driven instructional program;
- Meet on Pupil Free Days to examine, plan and develop interdisciplinary curriculum; and
- Engage/partner with universities and businesses to provide additional opportunities/ internships for robust programs.

ii. Curriculum Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Curriculum Development	Timeline	Responsible Staff	Resources
1. Review textbooks used by GHCHS teachers [See Appendix 32] 2. Determine core and supplemental texts 3. Create tentative timeline for teaching and assessment of each unit. 4. Determine window for common formative assessments, performance based assessments, and summative assessments 5. Collaboratively develop guaranteed curriculum semester plan	June 27 – July 1	GHCHS Leadership Team will support and share their knowledge and expertise with VRHS #4 teachers effective March 2011 and discuss value of current textbooks in use. Identify themes and core text readings; discuss supplemental readings and pedagogy; discuss differentiated instruction and scaffolding to meet the needs of all students. Collaboratively identify semester and interdisciplinary units and assessments. Create formative and summative assessments and create a timeline for the administration of assessments. Place textbook orders.	English – McDougal Littell Literature, McDougal Littell Biology - Prentice Hall Biology, Pearson Marine Biology, McGraw Hill Chemistry The Central Science, Pearson Algebra 1 - McDougal Littell Math Algebra 1, McDougal Littell Algebra 2 - Algebra and Trigonometry: Structure and Method Book 2, McDougal Littell Geometry - McDougal Littell Geography – World Geography, Glencoe Modern World History – Patterns of Interaction, McDougal Littell World Culture and Languages – Expresate Spanish 1, Holt Rinehart Winston (Spanish 1)
Identify standards/ skills; create an outline and identify resources for Interdisciplinary Project I	July 5 – July 8	VRHS #4 teachers and GHCHS lead teachers	Teachers will share commonly used electronic resources and review websites and integration of technology in instruction
Identify standards/ skills; create an outline and identify resources for Interdisciplinary Project II	July 11 – July 15	VRHS #4 teachers, school librarian, and Academic Programs Coordinator and GHCHS lead teachers	Account for available classroom resources – books, technology, etc. Create tutoring and support calendar/schedule
Identify standards/ skills; create an outline and identify resources for Interdisciplinary Project III	July 18 – July 22	VRHS #4 teachers and GHCHS tech department	Teachers will train with eSchool PLUS (student information system) – attendance, grading, online homework and assignment posting

VRHS #4 will replicate the model of GHCHS’ established thinking-based curriculum and instruction that provides teachers with a common vocabulary for pedagogy and clear expectations for rigor and relevance. Using UbD teachers will backwards plan to develop curriculum that will be unique to the demographics and teaching talent of the school. The model will provide clear guidelines and uniform semester by semester plans while remaining sufficiently flexible for teachers to exercise professional judgment and creativity in their classrooms. The plan will provide the following:

- Semester by semester guidelines for teachers;
- Standards based units grouped around a big idea or universal question;
- Measurable objectives;
- Identified instructional resources and support;
- Common formative assessments for defined learning objectives; and
- Common summative mid-semester and annual assessments.

c. Addressing the Needs of All Students: Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted

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students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

A student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. Research indicates that students that fail English I, score below grade level on grade 8 standardized reading tests, and fail Algebra I in grade 8 present strong indicators that they will fail grade 9 English and Algebra 1. Given the many challenges that will undoubtedly face VRHS #4's student population, students not meeting grade level expectations will be required to receive intervention, within and outside of the classroom. With percentages allotted from the neighborhood schools, Cleveland, Monroe and Kennedy High School areas VRHS #4 will receive students who come from areas of low literacy and high poverty proportional to the receiving community. Students described as socioeconomically disadvantaged and/or qualifying for free and reduced lunch will comprise a majority of the school population. **Critical educational needs will be study skills acquisition, school, community and social services support for personal and family challenges, parent/community outreach and engagement, staff training, and refinement of literacy and computational skills. To accommodate these needs, the VRHS #4 program will be personalized, offer multiple ways to learn and demonstrate knowledge and skills, conduct ongoing authentic assessment to provide feedback for parents and students, and increase time for learning.**

To accommodate the learning needs of all students, including EL and Special Needs, teachers will differentiate lessons and utilize GHCHS intervention structures and strategies. If students do not meet grade level expectations as identified by summative and formative assessments, standardized testing, and anecdotal observations culled in interdisciplinary team meetings, an instructional plan will be developed to meet the student's individualized needs. **The framework for the intervention model as replicated from GHCHS is:**

Intervention in the classroom – Classroom teachers identify students who are struggling with coursework, communicate with parents, families, counselor and student and implement a variety of differentiated strategies to make content accessible. Strategies such as scaffolding, cooperative learning groups, preferential seating, integrating multiple learning modalities and SDAIE may be employed. **Students may be directed to attend teacher-led after school tutoring, assigned to Peer Tutors or after school tutoring to receive additional help.** Teachers meet informally to discuss student progress in other classes and compare and gather information that may determine further intervention. If classroom interventions are insufficient, the student may be referred to a Student Success Team.

Student Success Team - A Student Success Team (SST) may be called to discuss what type of interventions may benefit the student. **The SST comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student's progress.** An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SST's the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents and their student will each be asked to complete a survey to determine the students' strengths and weaknesses. Classroom teachers will provide relevant supporting data and

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knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. Classroom accommodations are considered at this time. If a student is not meeting the determined goals set forth in the SST, follow up meetings are held to consider other additional support. **A student may also be referred for evaluation under the Individuals with Disabilities in Education Act (IDEA) for Special Education Support, or a Section 504 of the Rehabilitation Act (504) support plan.**

Intersession - To ensure students successfully complete their credits if they fall behind, they may be counseled into a credit retrieval intersession class. **Parent involvement and engagement is crucial to the success of the student. Intersession provides an alternative to concurrent enrollment and traditional summer school as a means to repeat classes in which a student earned a grade of "D" or fail. The classes are web-based and can be accessed at home, or in the VRHS #4 academy lab before and after school with support provided by a credentialed teacher who has daily interaction with students for the purpose of teaching, evaluating, providing feedback and assistance.** Students must complete the entire course of study, a rigorous California standards based curriculum that meets college prep requirements, within one semester. Students may not test out of any portion of the course. Students may only take two courses per session and courses must be from different departments. For instance, students may not take Algebra 1A and Algebra 1B during the same semester or out of sequence. Communication between students and teachers is done in person and/or through e-mails and telephone calls. All tests and exams must be taken on site and in a secure environment under the supervision of the teacher. Progress reports are issued in accordance with the school's policy and report cards are issued at the end of each semester. All grades are recorded on the student's transcript and are demarcated as courses completed.

Special Education/ 504 Support - If students do not prove successful, parent consent may be sought to provide further intervention or assessment for consideration of eligibility under the IDEA and/or Section 504. If eligible, an IEP or 504 plan (as applicable) will be developed offering a free appropriate public education (FAPE) for students based upon individualized needs. All staff responsible for implementing the student's program including substitute teachers, have access to, or a copy of, the IEP/ 504 plan (as applicable) and a clear understanding of the supports and services required for the student. VRHS #4 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP/ 504 plan. VRHS #4 will have a highly qualified, NCLB Certified Resource Specialists to provide academic services for students who require this support in a collaborative model. To provide students with the Least Restrictive Environment, the Resource Specialists will assist the general education teachers in meeting student needs through a combination of co-teaching, consultation, collaboration and in the general education classroom. Skills classes, when necessary, will be offered in the school's Learning Center to assist students in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis as per each student's IEP/ 504 plan. IEPs and services will be regularly tracked in Welligent with the "RST Tracker" tool. Both special education and general education staff will use professional development time to collaborate and plan for the inclusion of students with special needs into the general education population. Since some students need a small group environment and increased individual assistance with certain grade level standards and skills, the Resource Support Program at VRHS #4 will create an environment where students with IEPs can receive support in a quiet, small and focused in a variety of educational environments.

English Learners – In addition to supports utilized for all students, intervention for EL students, identified through the home language survey, and annual administration of the CELDT, will include

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small class size, classroom learning labs, the ancillary American Culture Through Television course, the ELAC parent-student organization, Title III resources, school-wide cultural celebrations, dual-language communications to parents, a school culture of universal access and opportunity, and other methods utilized by the successful GHCHS EL Program.

Enrichment Seminar (ES) - The academic and social intervention program is intended to address the needs of those students who demonstrate academic deficits that are not most effectively addressed within the context of the larger classroom environment. Students will attend the period 7 class to receive remedial support in English, mathematics, language development, science, and social studies through the Skills for Success program, resource support, co-teaching and peer tutoring. The goal of the intervention program will be to address students' skill or learning deficits efficiently and support access and mastery of grade level standards. **Based on data culled from the GHCHS Summer Transition Academy, students will be placed in ES with students at similar levels because part of the advisory, in addition to cultivating positive relationships between teachers and students, will be to provide appropriate academic and social intervention.**

Gifted/Accelerated Learners - VRHS #4 teachers consistently analyze data to guide students, and inform parents and counselors to encourage student access to additional opportunities for higher learning, international mindedness and global perspectives. Underachieving GATE learners will receive positive support through counseling, classroom differentiation, student-designed projects, enrichment activities, leadership opportunities, courses taken in a university setting, and the AP and IB programs.

Summer Transition Academy (STA) - All incoming students will participate in STA in a model developed by GHCHS. Students will receive Math and English diagnostic assessments. Assessments will be used to ascertain strengths and weaknesses in academic skills. Students will also learn about the culture and climate of the campus through orientations videos and support programs such as *Rachel's Challenge* (an assembly that encourages kindness and sharing). Students will go through registration, receive school IDs, purchase PE clothes/uniforms and textbooks and learn about process and procedures that may smoothly transition them into the new school culture. Students in STA will have two hours of math and two hours of English instruction daily. The curriculum for STA will be as follows:

- Use of Revolution Prep (a research based online program) Math as a diagnostic for foundational math skills.
- Use of Revolution Prep English to diagnose student skill deficiencies in reading, writing, speaking and listening for an individualized support plan.
- Use of a teacher-developed English curriculum to expose students to the GHCHS/VRHS #4 model of a thinking-based curriculum.

At VRHS #4, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student.

- d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.**

General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents every five weeks and at IEP meetings.

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The following variety of instructional methods will provide the best opportunities for all students to learn at high levels, creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. **These instructional methods support the VRHS #4 mission and are well suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary to be college and career ready, and address visual, auditory and kinesthetic learning modalities.**

- **Project-based instruction:** Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students' real world experiences, making learning relevant, personalized and valuable to their lives outside of school. Integrated curriculum will facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing and instructing classes. An integrated, interdisciplinary curriculum provides equity and relevancy for an ethnically and culturally diverse student population.
- **Culturally appropriate curriculum and instruction:** A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others' heritages and to develop an understanding of multiple perspectives.
- **Flexible supports:** Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- **Diagnostic assessment:** Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- **Inquiry-Based Assessment:** Teachers use data to inform their instruction through inquiry-based assessment. Teachers periodically assess students on a designated standard. The data around students' mastery is shared, analyzed and discussed at grade level and IBC team meetings. These meetings allow teachers to identify and share successful instructional practices. Teachers pre-and post-test all students on each standard.
- **Integrated arts:** Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. This also supports student selection of the A¹ pathway.
- **Authentic experiences:** Students learn by applying the scientific method to hands-on experiments, field experiences and by interacting with others on community issues. Students interested in the S² pathway as well as all students at the high school grade level value applied learning since it can be related to their everyday life and understanding of the world around them.
- **Direct instruction and inquiry-based instruction:** Teachers will teach through both direct instruction and inquiry-based instruction based on the most used and effective instructional strategies (Marzano, Pickering and Pollock, 2005). Direct instruction strategies include cues, questions, reinforcement, advanced organizers, nonlinguistic representations, individual practice, lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group cooperative learning or one-on-one format. Inquiry based instruction strategies involve asking students to structure and solve problems, pursue information, generate and test hypotheses and draw inferences for themselves.
- **Community service/internships:** Community service and internships will afford students the opportunity to apply their learning in real world settings and to build relationships with adults and to make contributions to their communities. Community service / internships will mirror student

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personal and career interests and may range from volunteer and public service efforts to work in local childcare agencies or business offices. This strategy also supports the PBP senior project.

- **Integrated technology:** Technology will be used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. **In a college and career ready curriculum students use technology to create and publish assignments and presentations, communicate with their teachers, manage their schedules, and apply information literacy skills. Teachers also must have the appropriate skills to utilize technology in their instruction. 21st century teachers are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology.** VRHS #4 will develop a school Technology Plan based on the International Society of Technology in Education (ISTE) Standards for Global Learning in the Digital Age. (ISTE, 2010) The National Educational Technology Standards for students, teachers and administrators will be the basis of specific learning and internet safety goals that support the VRHS #4 mission and ESLRS. Instructional methods will include the use of teacher laptops, LCD projectors, SmartBoards, a Library Media Center (LMC) with significant electronic resources, classroom web-based and software resources, an online language lab, science labs and probes, teacher web pages and blogs, college and career websites, technology resources for the A¹S²C³ pathway programs, computer access in classrooms and the LMC with desktops, printers and laptop carts, assistive technology, an ESL computer lab, student email and e-lockers, and other resources as determined by the school Technology Committee. To effectively integrate technology into the school culture, teachers will receive technology training through daily professional development and support; students will receive technology training through STA training, LMC orientations, and classroom instructional units. The LMC will provide research archives, custom search engines, a website, resource checkout privileges, access to CSUN Oviatt Library cards for AP and IB students, iSAFE internet safety training, Los Angeles Public Library cards and access to LAPL, online access to the Burbank, County of Los Angeles, CSUN and UCLA library catalogues, an A¹S²C³ pathway e-library, and a comfortable learning environment accessible to students, teachers, parents and the community.

The variety of research-based instructional strategies will assist students in accessing and personalizing their own learning and complement the use of an essential question to investigate knowledge and themes.

3. School Culture and Climate *(4 pages + attachments if applicable)*

- a. **Description of School Culture:** Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

Rituals, expectations, relationships, curricular focus, extra-curricular activities, decision-making processes, graduation requirements, and any other aspect of "the way we do things here" make up the culture of a school (Bolman and Deal, 2001). **VRHS #4 will be a student centered school that provides a cordial and collegial environment of respect, a challenging, college/career-ready comprehensive high school education, celebrates the cultural heritage of the students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus.** The rule of respect for all will be modeled through positive daily interactions. **Since VRHS #4 is a new school, it has the capability of intentionally creating its own history and traditions that will**

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support the core values of personalization, student, parent and community engagement, college readiness, and accountability that are embedded in the school's vision and mission and shape its identity. To cultivate a climate of academic and personal success, teachers, students and parents can expect:

- An orderly, disciplined, organized, and responsive operation and campus environment with an extremely robust safety program
- A clean, well-maintained and landscaped campus
- Positive student behavior rewarded with extended lunch, STARFest, Spirit Week, Student of the Month recognition, recognition of demonstrated citizenship, and motivational assemblies
- Flexible scheduling – clustering teachers and students in block periods to incorporate problem and inquiry based learning. While VRHS #4 will utilize a Periods 1-7 day, flexibility exists within the schedule based on student and teacher clustering for prescribed block scheduling to take place when greater periods of time may be required for optimum student learning.
- School dress code/uniforms (which has overwhelming support from the community)
- A welcoming safe environment that promotes school attendance and academic engagement
- Intervention programs including Summer Transition Academy, school orientation programs and assemblies on such topics as school bullying and cyber bullying, and an Advisory program
- A united, nurturing and committed administrative, certificated and classified staff
- Services for physical, emotional and mental health including a certificated nurse, teacher and peer mentors, and counselors who monitor personal needs, educational challenges, career/college goals, and a 4-year Personal Learning Plan for each student
- Clubs and organizations designed for student interests and needs such as Rachel's Challenge, and a full array of visual and performing arts
- Athletic teams coached in a culture of victory with honor, and VRHS #4 culture of respect for all.
- Parent and staff communication through email, phone calls, school website and Home Access Center, parent nights, student-led parent conferences, and a parent liaison.

Clearly stated goals, procedures and policies will be introduced to parents, students and staff through a Parent-Student Handbook, Course Outline and Employee Handbook. All students will be required to attend the STA to participate in high school orientation, a modified instructional support program and the pride and spirit of being at a new school. **A culture of collaboration, team work and success will be built through clubs, sponsorships, athletics, student activities, and positive interactions.**

b. Student Support and Success: Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Student success derives from a climate of high expectations, order and support within a community of learners. The collaborative and personalized environment of focused social awareness, community involvement, and personal commitment (in A¹S²C³) will energize and engage students in their learning (Gladden, 1998, in *Association for Career Tech Ed*). The measure for success for students enrolled for four years is to demonstrate proficiency in the California Standards, maintain good attendance, pass all A-G requirements and CAHSEE, graduate on time, be prepared to transition to a postsecondary institution of learning, and develop habits and skills that meet VRHS #4 ESLRS. Our goal is that 90% of students meet these measures. English Learners will achieve proficient/advanced levels of ELD fluency on the CELDT, and Special Needs students, with support, will achieve at levels commensurate with their peers. VRHS#4 will place resources and support in these areas as GHCHS has done as a charter resulting in a school climate where students are ready to and motivated to learn.

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- c. **Social and Emotional Needs:** Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

Student academic and general self-concepts are higher in small community environments (Cotton, 1996 Association for Career Tech Ed) due to more personal interactions, and closer ties to classmates. **At VRHS #4 heterogeneous grouping, where feasible, with on-going assessment, intervention, and differentiation, will provide an important link in the comprehensive chain of resources and services for student support. While VRHS #4 will provide full academic support for and fully integrate ELL and special needs students in the general education curricular program. A full-inclusion model with support has demonstrated significant gains at GHCHS for all identified sub-groups. Personal and emotional support will be provided by a credentialed nurse/social worker and a team of teachers, administrators and counselors who work collaboratively to monitor student progress and intervene as needed.** Students will receive hearing, scoliosis and vision screenings as mandated by California State Law Education Code 49450-49457 and student health issues will be addressed with an accommodation plan. During staff collaboration time, the team will evaluate progress and next-steps and make a referral to identify student behaviors and refer students in crisis to a Student in Crisis Committee or the Student Study Team, or public mental health resources such as the SFV Child Guidance Center. The National Standards for School Counseling Programs will serve as a model with support program effectiveness monitored through the SIS system, referrals and outcomes.

- d. **College and Career Readiness:** Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

To flourish in a dynamic, global economy, every student deserves an education that culminates in 21st century readiness for college, careers and civic participation. (Partnership for 21st Century Skills, 2010) **VRHS #4 shares the belief that the foundational knowledge and essential skills needed for postsecondary education and for careers is virtually the same.** VRHS #4 will integrate career, technical and academic skills into the 9th and 10th grade A-G curriculum, and offer the three most important pathways to 21st century readiness for college, careers, civic participation, and global awareness and literacy – civics, finance, business, entrepreneurialism, health, environmental science and sustainability.. Business leaders look for workers who can recognize what kind of information matters, why it matters, and how it connects and applies to other information” (Silva 2008 Association for Career Tech Ed). The project-based, thematic focus will integrate the foundational content area skills with the critical thinking skills that lead to synthesis and application of knowledge. **The A¹S²C³ Program will provide ample opportunities for students to investigate a multiple of college majors and careers through thematic-units, interdisciplinary studies, the PBP, industry internships, field studies, IBC assemblies, community service, guest experts, and the opportunities within each A¹S²C³ pathway.** College/career counselors will connect students to college fairs, college tours, and conduct college application/essay workshops.. **VRHS #4 will also have parent/student coffee talks and nights such as UC Night, CSU Night, Private Colleges Night, Community College & the Transfer Program Night, The College Application Night and Financial Aid Night.** Concurrent enrollment opportunities, educational partnerships, Independent Study and the Virtual Academy will enable students to obtain college credit and job-training classes while completing their high school education.

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- e. **Parental Involvement:** Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

VRHS #4 recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. *Such steps increase the opportunity for community members to become acquainted with the schools as well as for school staff to know the community better. At the same time, by structuring schools to meet the broader needs of the students' families through the provision of non-educational services, teachers and administrators are opening their doors to the broader community*(Shields, 1994). Parents learn the scope of their school's instructional program, feel a part of the school community, and become advocates. To create a welcoming environment, VRHS #4 will sponsor such activities as **adult education classes, summer concert programs, community gatherings, and community resource fairs and events.** The school parent engagement model will include a school-based parent/community liaison that will coordinate parent-community outreach, volunteerism, parent education workshops, coffee talks, and parent surveys. As part of school accountability measures, the parent/community liaison will be responsible to involve a minimum of 75% of parents in responding to surveys, participating in school meetings, and volunteering for school activities, and will also be accountable for seeking out and partnering with community-based parent resources such as Because I Love You Parent & Teen Support Group and Families-in-Schools. **VRHS #4 will actively seek out parents to participate as elected parent representatives in every level of school governance.** The English Learner program coordinator will oversee ELAC, encourage parent participation through dual language communications, and ensure program compliance. The VRHS #4 PTSA parent volunteer coordinator will assist with parent/community outreach. Parents may volunteer by participating in classroom projects, student presentation panels, field trips, or other leadership and support roles. Parents without home technology/internet access will be able to use the LMC. VRHS #4 will also design procedures to ensure that parents and students have full access to the National School Lunch and Breakfast Program using a VRHS #4 student I.D. scanning system allowing students to discretely "purchase" cafeteria meals. See APPENDIX for other legal protections in school policies. **All parents will have access to student daily attendance records, discipline notices, the daily bulletin, and student academic performance via an electronic student data system** (eSchoolPLUS Home Access Center), email, and the TeleParent phone system. Other venues for parent-school communication are student-led conferencing, parent meetings, Back-to School-Night and Open House. Parents also participate on Student Study Teams (SST) and in IEP/504 meetings.

- f. **School Calendar/Schedule:** Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

An extended day and school year supports greater student achievement and academic intervention. The VRHS #4 school calendar includes 190 instructional days exceeding the state pupil attendance/instructional requirement by over 8600 minutes. A school day has 7 periods including a daily advisory ES course, an extra class for each student above the norm of 6 and 410 instructional minutes (including the 5-minute passing period) per day. Class size will average at 25:1. See **Staffing Chart in Section 12.a.** Seven Pupil Free days (before the school year, during the fall semester, before and during the spring semester, and after the school year) are incorporated into the calendar. **Every Regular and Early Dismissal school day begins with a 20-minute pupil-free Staff Collaboration Period** and bi-monthly professional development for two hours on select Tuesdays (16 days per year) also supports instructional planning and student needs. **Flexibility in teaming and scheduling teachers in a block schedule as necessary to incorporate project based learning will provide time and resources for student authentic assessments.** See APPENDIX for school calendar and daily schedule.

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- i. **Autonomy:** Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

The flexibility to integrate and create interdisciplinary units of instruction, integrated CTE opportunities, and open-ended projects connected to individual students' lives and interests is a cornerstone for relevancy and learning. A block schedule will allow for project-based learning, guest speakers, assemblies, PBP presentations/assessment and interdisciplinary team teaching. **Along with the six regular class periods students will have a seventh period Enrichment Seminar Class that will provide them with additional opportunities to pursue community service projects aligned with their interdisciplinary units/classes. The master schedule will allow for team teaching when needed to facilitate collaboration.** For example, students who are not proficient in math on the CST will be scheduled in a team that will connect the Enrichment Seminar Class and their math class. Other interdisciplinary teams will be developed as deemed necessary to link interest based communities. Teachers will meet on a daily basis for twenty minutes to debrief before the beginning of the school day; on 16 Tuesdays to develop an integrated data driven instructional program; on pupil free days to examine, plan and develop interdisciplinary curriculum; and engage universities and businesses.

- g. **Policies:** *For Independent Charter Schools Only*

Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

See APPENDIX for all promotion, graduation and discipline policies. Students will be held accountable for their behavior and rewarded for positive behaviors with Spirit Week, extended lunch, pep rallies, STAR Fest, Student of the Month, Club of the Month, assemblies, profiles in the school newspaper and on the school website of students who exhibit positive citizenship and volunteerism. Teachers will monitor classroom hallways between classes to reduce the risks of conflicts and encourage students to be on time to class. Student Council will provide positive P.A. announcements and on-campus message about school pride, mutual respect and maintaining a clean campus, and reward individuals, clubs and organizations who demonstrate this through their behavior and activities. Student engagement that is personalized and supportive increases each student's perception that the school offers a personalized learning experience that addresses and supports their needs. Parents see their students acknowledged not only as good students but as good citizens and **find value in school policies and the VRHS #4 ESLRS.**

4. Assessments and School-wide Data (4 pages)

- a. **Assessment Philosophy:** Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the schools proposed Instructional Program.

VRHS #4 is committed to an assessment system that is authentic and ongoing, and measures student performance in a variety of ways that support continuous learning for students and teachers. The California content standards for each course will be the center of academic assessment. A system that is standards-based, allows students to demonstrate what they know and can do, provide challenging content with assistance, guidance and regular feedback, and engages teachers in scoring work based on shared targets will support high-quality learning (Darling-Hammond, 2010). VRHS #4 has developed measurable performance goals with mission-specific outcomes for student achievement. **The regular administration of formative and summative assessments provides an opportunity to monitor student development,** and creates a more accurate profile of student performance, allow for timely re-teaching and student feedback. Assessment of student progress is an extremely valuable tool for teacher growth

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and school-wide improvement that calls for teacher collaboration, fosters teacher communication and learning from one another, and provides students with regular feedback on their acquisition of knowledge and skills. Common grading and final exam policies allow teachers to align how student work is assessed in the classroom and provides equity for all students taking a common course.

Through professional development, school leadership will create a culture of inquiry where teachers as professionals become inquiry-minded and data literate. VRHS #4 teachers will meet in teams to identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies, rubrics, and classroom practices. Professional accountability is tied to understanding students' current performance and then planning instructional strategies and additional formative assessments (Earl & LeMahieu, 1997). The use of performance-based assessments is an important measure of student success, school goals and expected school-wide learning results so VRHS #4 will provide opportunities for students to demonstrate their organizational, research, and speaking skills and learning in the A¹S²C³ communities through class projects and the PBP to provide equity and support individual learning modalities. Performance-based assessments put the focus on what students can do as a result of their learning, part of the tenets of 21st century skills (Partnership for 21st Century Skills, 2007).

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, VRHS #4 shall conduct testing pursuant to California Education Code Section 47605(c) as well as its own assessment and evaluation process. All testing requirements regarding the assessment of Special Needs students and English Learners will be followed, and VRHS #4 will conduct student assessments such as STAR and CAHSEE required pursuant to Section 60605 of the California Education Code and any other statewide requirements. VRHS #4 shall strive to meet its API growth targets and AYP under the NCLB. VRHS #4 will enforce a mandated STAR testing policy so that all students demonstrate their acquisition of standards-based knowledge and skills. This provides the best snapshot of how all VRHS #4 students and student subgroups are performing. VRHS #4 will also adopt national academic standards with the goal of having another tool to measure student achievement.

School leadership will learn to use student/community demographics, student achievement data, parent opinion and behaviors, student attitudes, staff characteristics, the analysis of the effectiveness of current school programs, research-based resources, and other formative and summative data to develop a picture of the school's success in educating students for the 21st century. Questions such as **What does the staff believe about student learning? How well are we connecting with the parent community? Are all of our students learning? What teaching strategies are related to the desired school and classroom results?** will not only enhance data literacy among the staff but will act as a model for the kind of inquiry that students are learning in a curriculum that uses key questions.

Student and parent surveys that assess student perception of learning, student learning patterns, satisfaction with the school culture and learning environment, teaching and learning strategies, program offerings and opportunities will be utilized to inform instruction and learning results. This adds to a culture of inquiry and gives all stakeholders a voice. A student-led conferencing model will be utilized where students lead and participate in parent-teacher conferences. This encourages students to take responsibility for their academic progress, facilitates the development of oral communication skills and self-confidence, increases parent participation, and creates a venue where students, parents and teachers can openly communicate as equal partners (Hackmann, Kenworthy & Nibbelink, 1998).

b. Autonomy: Describe how the school will use assessment autonomy to maximize student learning.

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As at GHCHS, the continued analysis of student learning leads to improvement of instruction and student outcomes (Schmoker, 2006). **Teachers need to be able to design formative assessments that truly reflect student learning on a schedule commensurate with instruction and curriculum.** Pre-designed units and forced schedules do not necessarily allow for teacher flexibility in re-teaching key standards, concepts and skills. Departments and teachers need to be able to develop and implement performance-based and curricular-based assessments on a daily, weekly or monthly schedule dependent on the growth of student skills. **As a school, VRHS #4 will still comply with all mandated federal and state assessments, but will have the flexibility to administer other assessments as needed to maximize student learning.**

- c. Student Assessment Plan: Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.**

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms including standardized tests, authentic performance-based assignments and assessments, formative tests and summative tests. See APPENDIX for VRHS #4 Student Assessment Plan. In addition to the assessments indicated on the table, VRHS #4 will use teacher evaluation, grades, formative assessments, EdTech Profile, Woodcock-Johnson, A-G completion, SAT, Armed Services Vocational Aptitude Battery (ASVAB), CUDER career profiler, student self-assessments, student voluntary community service, and other performance indicators. All performance assignments will have teacher-designed and student-designed rubrics. The Performance-Based Portfolio for students in each academic program will have its foundation in the VRHS #4 Expected School-wide Learning Results (ESLRS) and will be evaluated by a stakeholder team. See Section 6 Serving Specialized Populations. In addition VRHS #4 will use the USC Center on Educational Governance (CEG) online service to gather and analyze feedback from all stakeholders. **These satisfaction surveys and assessments will inform the school instructional program and culture, share with the community, and help make data-driven decisions.**

- d. Assessment Development: If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.**

VRHS#4 teachers (with GHCHS Leadership Team available for support) will develop curriculum and assessments from June 27-July 22, 2011. Teachers will determine data collection, analysis and documentation methods. During the first semester teachers will log a reflection/journal with improvement suggestions and use student assessment data to create an intervention plan. **See timeline in 2.b.ii.**

- e. Data Collection and Monitoring: Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?**

School demographic and assessment data collection will be facilitated through CALPADS and other mandated state and federal data collection venues. VRHS #4 will annually issue a School Accountability Report Card (SARC) and follow all data collection requirements as established in its charter. VRHS #4 will adopt GHCHS SIS programs to facilitate oversight. Administrators, departments and teachers will use Pearson DataDirector ZOOM to analyze and monitor school, subgroup and past/present student

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formative and local assessments. A Performance Accountability Matrix will be developed to collect and communicate school goals and accountability measures annually, and will be monitored by the VRHS #4 Governing Board. School leadership will also use student grades, tutoring logs, attendance, career and college data,, surveys, parent involvement information such as meeting agendas, minutes, sign-ins and volunteer activities, graduation rate, periodic assessments, and the PBP outcomes to evaluate student progress. The charter authorizer (LAUSD), the LAUSD SELPA, the CDE Assessment and Accountability Unit, and WASC will monitor school data. Data collection for the Special Education Program and students will be through Welligent, the LAUSD SELPA data collection tool. Other data collection and monitoring tools will be Nutrikids (federal student lunch program), I-SAFE (internet safety), I-PRISM (student/staff internet use), Turnitin.com (plagiarism), Alexandria (LMC), Kuder EPortfolio (student college/career planning), AptaFund (budget reports), Microsoft Excel (school equipment and resource management, PD documentation, and technology assets and HelpDesk), EdTechProfile (technology proficiency and use), Helios (personnel reporting) and BlueBear (Student Store). The SIS system and TeleParent provide reports on parent use and communication. **The VRHS #4 Governing Board and school leadership including all stakeholders will use the data collected from these sources to inform school programs, instruction, curriculum, assessment, intervention , operations.** The SARC will be communicated to stakeholders and the community through meetings and electronic communication. The VRHS #4 charter, acting as the Local Education Agency (LEA) Plan, and the VRHS #4 School Plan developed through the WASC self-study will include measurable school goals and accountability measures with specifics on those responsible for carrying out the goals, a timeline of activities, school resources used to support school goals, and the means to assess improvement, and monitor and report progress. Results will be shared during PD activities, school meetings and other venues. The school's response to data findings will be continued re-evaluation of best practices through the culture of inquiry-based professional development. School success will be measured by an amalgam of parent, community, staff, and student input along with performance data. *[See Appendix 29- Assessment Plan]*

f. Graduation Requirements: For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

All students must accumulate a minimum of 270 credits in grades nine through twelve and meet California proficiency standards by passing both sections of the California High School Exit Exam (or receiving a Board-approved waiver) to earn a GHCHS 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 (excluding P.E. and Performing Arts) and will not be given double credit; 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. A maximum of ten (10) credits may be earned for School Service toward graduation. Students must complete the STA and participate in all standardized testing. Requirements may change as determined by the VRHS #4 Governing Board. The NCAA has specific requirements.

Sample 9-10 th Grade Class Schedule	
9 th Grade	10 th Grade
English 9 AB	English 10 AB
Algebra 1 AB	Algebra 2 AB
P.E. /Health	P.E. /Health
Spanish 1AB	Spanish 2AB
Biology AB	Chemistry AB
Drawing AB	World History/Cultures
Enrichment Seminar 9	AB
	Enrichment Seminar 10

Students taking honors and Advanced Placement courses will earn extra grade points as determined by the VRHS #4 Governing Board. A maximum of ten (10) credits may be earned for School Service toward graduation. Students must complete the STA and participate in all standardized testing. Requirements may change as determined by the VRHS #4 Governing Board. The NCAA has specific requirements.

VRHS #4 REQUIRED COURSES	CREDITS
English (English 9 AB, 10 AB, American Lit/Comp AB and English 12 AB)	40
College Preparatory Math*	20-30
Laboratory Science	
Biological Science AB	10

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Physical Science AB	10
Social Science	
World History AB**	10
United States History AB	10
Economics	5
Principles of American Democracy	5
Visual/Performing Arts AB (annualized sequence)	10
World Languages and Cultures AB***	10-20
Local Option or other VRHS #4 approved course	10
Physical Education	20
Electives (including Enrichment Seminar)	90-110
TOTAL	270

*Minimum of 20 credits which include Algebra 2 and Geometry. 30 credits required for students starting Algebra 1 in the 9th grade, meeting UC/CSU "C" admission requirement.

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

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

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

Students must take coursework designed to meet CSU/UC admission requirements as part of their diploma requirements (A-G subject requirements) and pass courses with a grade of "C" or better to meet minimum admission requirements. Highly competitive universities recommend that students take a more rigorous academic schedule than these minimum requirements.

[See Appendix 30-Graduation Requirements]

5. Professional Development (7 pages)

- a. **Professional Culture:** Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

GHCHS administrators and teachers continually seek to develop themselves as highly qualified professional educators and human beings. They strive to develop healthy peer relations and keep abreast of new research and scholarship. Peer relationships include coaching, mentoring support and opportunities for professional development and frequent discussions, both formal and informal, on school site and instructional related issues. Problems and challenges are openly recognized, and there is a collaborative search for improvement. **The values of serving students, professional development, and self-renewal are central in the school's culture.** To create a similar professional culture at VRHS #4, the hiring process will screen for members who demonstrate a willingness to work in teams, have strong character traits, and are lifelong learners.

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A high quality teacher learning program is built on respect, responsibility, and results. VRHS #4 will implement a professional development system that is focused on the specific needs of a staff committed to a program that is standards-based, research-based, data-driven, academically rigorous, and uniformly available to all students. The inquiry based interdisciplinary learning approach in professional learning communities will provide a structure for teachers in departments and teams to **meet every morning for a twenty minute debrief session, and eight Tuesdays per semester** for extended time to discuss skills from basic training necessary for daily operations to self chosen activities that enhance student learning and provide a platform for action research. Teachers will have choice to work on meaningful, relevant, and substantive interdisciplinary content for their teams: A¹, S² and C³. When teachers are engaged in curriculum development, the experience enriches their understanding of subject matter, provides discussion on deconstructing content for learning, and creates a forum for showcasing best practices. Teachers will use ongoing formative data to drive instruction and summative data to assess learning. True to the spirit of Professional Learning Communities (PLCs), the focus of the meeting will shift from teaching to student learning.

The structure of PLCs at GHCHS has proven that when teachers work together, they create a culture of internal accountability. PLCs are communities of continuous inquiry where teams of teachers share a vision, meet regularly, engage in serious pedagogical discussions, and consistently look for ways to improve classroom practice. (Darling Hammond, Wei, Richardson & Orphanos, 2009; DuFour, 2004; McLaughlin & Talbert, 1993; Schmoker 2006). Focused teams create a culture of personal growth through self examination and reflection that shifts the emphasis from teaching to student learning (DuFour, 2004). Darling-Hammond et al. (2009) claim that there is a shared sense of “intellectual purpose” and “collective responsibility” (p. 3) amongst these teams. The underpinnings of effective PLCs are relationships that nurture, permitting teachers to take risks and open their teaching practices and student performance to critique and feedback from peers leading to transparent teacher and student performance accountability.

DuFour and Eaker (1998) developed a professional learning community model based on six key characteristics: shared mission, vision, values, and goals; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation. These characteristics are coupled with three fundamental principles: **(a) ensuring all students learn at high levels, (b) promoting ongoing teacher collaboration, and (c) clearly focusing on student performance data.**

Professional learning communities work under the premise that the key to improved learning for all students is continuous learning for educators. The PLC philosophy is further undergirded by three basic questions - “What do we want students to learn? What will we do to help them learn? What will we do when they don’t learn?” DuFour et al. (1998) state, “If schools are to be transformed into learning communities, educators must be prepared first of all to acknowledge that the traditional guiding model of education is no longer relevant in a postindustrial, knowledge-based society” (p. 34). Reeves (2009) and Marzano (2007) both support the models of professional learning communities and further suggest strengthening teacher teams by making data a strong part of the collective inquiry. Examination of student work must take center stage and results of the data must drive team conversations around instructional strategies. Both Reeves and Marzano emphatically declare that all processes associated with professional learning communities reflect the complexity of teaching, learning and assessment. DuFour and Eaker (1998) substantiate that learning in groups is ongoing action that provides personal and professional growth. **Research data provides evidence that as teachers grow professionally and personally and develop a sense of belongingness, teams strengthen and teacher retention increases.**

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- b. **Professional Development:** Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

Professional learning communities provide a structured form of professional learning for teachers. Professional learning that happens in a collaborative, collegial and school based learning environment is effective when routines and resources are in place. Routines serve as protocols for meetings, build a safe and trusting environment, are inclusive, inspire social networking, and build efficacy (Horn & Little, 2010). When teachers buy into and share the vision, they start moving from compliance to commitment and thus become integral to the professional learning experiences.

A framework for meeting and creating school culture is the only a first step. **At VRHS #4 there will be an established norm for collaboration that requires teachers to meet before the commencement of the school year to create a vision for each of the interest based communities (IBC).** All teachers will meet from June 27 - July 22 to orient to the new School and develop as a team. Teachers will use the Wiggins and McTighe's (2005) research based model, *Understanding by Design* (UbD) as a framework for instructional planning. They will determine the following:

- Semester by semester guidelines of guaranteed curriculum;
- Standards based units grouped around a big idea or universal question;
- Measurable objectives;
- Identified instructional resources and support;
- Common formative assessments for defined learning objectives; and
- Common summative mid-semester and annual assessments.

Discussion on the above mentioned steps will be ongoing. Along with time for daily debrief, teachers will have eight banked Tuesdays a semester to continue the process of planning and assessment, daily check-ins with colleagues, school-wide staff collaboration, and teaming. Classified staff will also receive skills-based and school culture professional development through meetings, workshops, and job-specific training.

At VRHS #4 teachers and out-of-classroom support staff will meet each morning for twenty minutes before period one. This brief meeting will provide teachers an opportunity to connect with peers regarding common daily objectives and a debrief on the following day. Daily "check-ins" will support teachers as they discuss instruction and their students without any time between instruction, assessment and teacher collaboration. This format will provide a venue for immediate intervention for teachers who may need help with either instructional strategies and/ or class management. It will also ensure that all students have access to a quality education and a guaranteed curriculum. **In addition to a daily morning meeting, teachers will create an online discussion forum (teacher network with GHCHS teachers) to share cross curricular ideas, instructional strategies, classroom management strategies, and student performance.**

Teachers will continue to dedicate "banked hours" to professional development time throughout the school year. In their respective professional learning communities, teachers will use banked Tuesdays for curricular and cross curricular meetings. Meeting time will be used to design lessons and to create common formative and summative assessments. **Daily formative assessments and common formative assessment are embedded into instruction and provide immediate feedback for instructional**

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purposes. Intervention within the classroom will be determined by results of the formative assessments that provide information about strengths and weaknesses of students. This PD time will provide additional opportunity to create supplemental activities that model intervention in the classroom.

Teacher teams will determine common formative assessments and the frequency and time for administration. They will examine student work, collect assessment data, and share results. Assessment outcomes will provide an opportunity to focus on concepts that may need re-teaching. While formative assessments address instructional practices on a daily basis, common summative assessments will provide data for the next academic year as well. The summative data in conjunction with initial evaluation data will also help teachers to reflect on the value added to student learning.

Since teacher practice must be supported by research and data, teachers will keep abreast of new information that is generated by strong educational research organizations such as the ASCD, McREL, Center for Teaching and Learning, The Marzano Institute, the Danielson Group and The Annenberg Foundation. Teachers will use reflective practices as they observe their peers, videotape their practice, or share their success and struggles with their mentors or colleagues.

The Leadership Team at VRHS #4 consisting of teacher team leaders and the administrator overseeing instruction among other staff will meet bi monthly to discuss new and innovative ways to build on best practices. They will review student data, assess student progress and identify next steps for intervention, enrichment or professional development. Teachers' teaching their peers is a powerful model for discovering, developing, and fostering individual talents. Interdisciplinary teams will also attend conferences, workshops, and other demonstration sites to participate in gathering information on innovative strategies for improving student mastery and content support. Professional learning communities move teachers from compliance to true collaboration and help them towards shared solutions and a research minded approach to teaching and learning.

Teachers from GHCHS will be available to partner with VRHS #4 teachers. Since the talent pool at GHCHS is very large, **GHCHS teachers will provide and share professional development on an ongoing basis. Teams of teachers will be partnered to provide support for content knowledge, instructional strategies and intervention in the classroom, classroom management, differentiated instruction, aligning assessments, and analyzing data.** For example, GHCHS teachers have been using Revolution Prep Math as an intervention strategy, and will be able to train math teachers at VRHS #4 to use the same appropriately and strategically, and provide support for pre-algebra and algebra skills. English teachers will work with the English teachers at VRHS #4 and help build lessons in the backwards planning model. They will share examples of interdisciplinary problem based learning and encourage creativity and innovation. Using the current reality of where students are and where they need to be as a starting point, teachers at both schools can work together to learn and enrich each other's experiences and expertise mindful of the following principles from *How People Learn* (National Research Council, 2000):

- **Expertise is on a continuum** that runs from novice to expert, and one is more or less fluent in one's expertise.
- **Expertise is field-dependent.** Expertise in one field doesn't translate directly to another field.
- Expert learners have **well-organized knowledge**
- Expert knowledge is **organized to support understanding**, not just recall.
- Expert knowledge forms conditional relationships that experts recognize
- An expert's fluency allows the **easy retrieval of relevant knowledge**.

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- There is a difference between **adaptive experts**, whose metacognitive skills allow the transfer of knowledge from one setting to another, and **routine experts**, whose expertise allows them to function well in standard settings.

Professional development will not be limited to the teaching staff. Office support staff will also have opportunity to meet on Tuesdays and hone their technical and office skills, as necessary. Office support staff will be an integral part of the student teacher team. They will provide input and assistance by being part of the enrichment seminar and role models for community projects.

c. Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Teachers, new to the profession, are daunted by the complexity of teaching. VRHS #4's new teachers will be supported through the **Beginning Teacher Support and Assessment Program (BTSA) and Induction Program** sponsored by the Hart High School District (HSD) in Santa Clarita. Danielson (2010) states that "A program of new teacher mentoring consists of training, support and follow-up for mentors and novice teachers to increase teacher retention, establish norms of professionalism, and increase effective teacher performance, which in turn leads to improved student achievement" The BTSA and induction programs will provide this and more. All teachers at VRHS #4 will meet and develop curriculum aligned with the interest based communities (June 27 – July 22). In addition, before the school year, two days of new teacher orientation and three Pupil Free Days will provide training in classroom management, time management, technology integration and curriculum and instruction. Thus, even before the start of school new teachers will have an opportunity to meet with mentors and other teachers to create a bond, get information, clarify needs, and request support that will ease transition into classroom. New teacher support will continue throughout the year with morning collaboration, Tuesday afternoon meetings, and at various Pupil Free Days during the school year.

BTSA (two-year program)	Induction 2042 (two-year program)
<p>California state program mandated by GHCHS/VRHS #4 Contract that allows new teachers to examine and reflect on their teaching practice. Teachers must have a preliminary credential to enter BTSA.</p> <p>A Support Provider</p> <ul style="list-style-type: none"> • Supports teachers using a series of "tools" • Directs teachers to four relevant and helpful workshops to improve practice • Directs teachers to three mandatory after-school Seminars (Orientation to BTSA, Understanding the VRHS #4 Student and the Colloquium) <p>Gives teachers a padfolio to house BTSA paperwork</p>	<p>California State program that provides new teachers with coursework to clear their credential. Optional for Ryan candidates and mandatory for recent (2042 program) graduates.</p> <p>An Induction Coordinator</p> <ul style="list-style-type: none"> • Directs an orientation meeting • Provides required seminars • Instructs new teachers how to set up their portfolio • Recommends the new teacher for a clear credential after completion of two years of BTSA and Induction

VRHS #4 teachers and mentors will use formative assessments based on Danielson's (2007) *The Framework for Teaching* in the mentoring process to help beginning teachers focus on "classroom performance and delineate how teaching improves from novice to expert practice." Mentor teachers will also use the protocol from Marzano's (2010) research to develop mentoring habits of mind before, during, and after classroom observations. Using both research models will assist in the preparation of mentors and mentees in understanding routines and procedures, unit and lesson planning, and other variables that are essential for the delivery of rigorous instruction.

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As with GHCHS, VRHS #4 will sign an agreement with the Hart School District to contract support services in order to fulfill credentialing activities. These services will meet the State of California New Teacher Induction Standards such that school districts assume some of the responsibility for completing the credentialing process for new teachers and providing staff development for new teachers to a school district.

d. Program Evaluation: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

An effective system of evaluation uses a systems approach to teacher learning. If the goal is improved classroom practice and student achievement, professional development must directly impact classroom practice. Stakeholders, administrators and teachers will engage in **self-assessment of data based contributions to student learning, reflection on practice, and contributions to the school community to evaluate their personal growth plans.** For example, if a teacher is struggling with the “levels of questioning on Bloom’s Taxonomy” s/he will be able to use the time in professional development to focus on her/his needs and report back to the group. S/he could ask a colleague to observe and document and then debrief the observation. **Candid conversations and open communication** such as these will **create a culture of trust that will make the evaluation process introspective and self regulated.** Teachers will be thoughtful and analytic about their work, and monitor their own teaching. Danielson rightfully suggests that **by “shifting the focus of evaluation from “inspection” to “collaborative reflection” educators can ensure the maximum benefit from the evaluation activities.”** Senge (1990) believes that learning organizations must connect to the larger world and engage in a critical evaluation of daily actions and outcomes, and create reality checks that provide a framework for a consistent mission and vision. At VRHS #4 this can be initiated and accomplished through a peer evaluation system and teacher networks.

Thus, the assessment tool will be based on systems thinking and the tenets of PLCs. The value of professional development will be assessed through lesson design and planning, shared best practices, and student data. Peer observation will be a large component of the program evaluation. VRHS #4 teachers will be trained to use the “Marzano Observation Protocol Short Form,” as a tool for peer observation and assessment of program outcomes.

PD Calendar: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

According to Danielson, (2010) “Professional Growth Planning is a process of self-directed inquiry focused on what teachers need to learn and do to improve their practice, resulting in improved student learning.” Teachers hired at VRHS #4 will have time before the beginning of school, during Pupil Free Days, in daily collaboration and on PD Tuesdays to meet with peers, engage in self-assessment, analyze both quantitative and qualitative data, and align with the vision and mission of the school and the instructional program. A valuable professional growth plan will engage teachers in significant new learning related to their growth in the classroom. In teams and professional learning communities, teachers will strive for improved classroom practice, enhanced student learning, and teacher scholarship. The calendar below provides an overview of teacher professional development activities and tasks. Specific dates will be determined by the Leadership Team and individualized teacher needs.

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Date	Professional Development
Summer 2011 June 27 – July 22	VRHS #4 teachers will develop semester plans for data driven instruction <ol style="list-style-type: none"> 1. Determine core and supplemental texts 2. Develop semester plan 3. Create tentative timeline for teaching and assessment of each unit. 4. Determine window for common formative assessments, performance based assessments, and summative assessments 5. Develop interdisciplinary units
July 20 – July 22	Teachers will attend the Dufour Institute Professional Learning Communities workshop at Hollywood, CA.
Daily Collaboration 7:30 – 7: 50 am	Team Teachers will regroup every morning to identify and discuss student progress and strategies and debrief on instructional success, challenges and student engagement
Pupil Free Days August 3, 4, 5, 2011 October 5, 2011 January 9, 2012 March 21, 2012 June 11, 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	Prepare course outlines and common grading scales Examine incoming data from STA and determine individualized students needs Prepare for first week of instruction strategies and student engagement opening day activities Review student rosters Pre evaluations for additional support Seating charts/groupings Homework schedules Student progress at 5/10/15 week progress assessment parent notification and immediate intervention for struggling students Enrichment activities Common assignments Grade level/ department grade level and common discipline meetings Interdisciplinary meetings Teacher Team meetings Write common formative and summative assessments Common formative assessment grading and calibration Communal re-teaching strategies Share best practices Parent contact schedule Teacher Scholarship Professional development workshop attendance as determined by individual personal growth plans

e . Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

Teachers will have time built into the school day to collaborate. They will be able to meet with their teams and design their PD based on their professional growth plan. Teachers will identify and delineate concrete steps to achieve their professional goals. PLC will support the learning and assessments of the teachers' professional growth plans. The autonomy and flexibility to develop curriculum and align instruction allows teachers to maximize student learning. Teachers will develop interdisciplinary units for the three interest based communities that will integrate a universal focus question that deals with issues of the real world. Engaging universities, museums, educational outreach programs and businesses will support the design of a robust program.

The seventh period Enrichment Seminar Class will provide additional opportunities to pursue community service projects aligned with their interdisciplinary units/classes. Whenever possible, students will be supported to make connections across disciplines and develop international

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mindfulness. Teachers will confer on a daily basis to debrief before the beginning of class, and collaborate on 16 PD Schedule Tuesdays and Pupil Free Days to develop an integrated data driven instructional program.

6. Serving Specialized Populations (4 pages + attachments)

- a. **Special Education:** Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in Appendices C, D & E.

VRHS #4 will implement and monitor compliance processes, instruction, supports and services through procedures required of the LAUSD SELPA, IDEA, and the Modified Consent Decree (MCD). VRHS #4 will enroll Special Education students at which time the Special Education Coordinator will review enrollments of all students to determine if the student will need additional support services. VRHS #4 is committed to serving the needs of all students with disabilities who are eligible to attend VRHS #4.

Building Partnerships with LAUSD Special Education - In addition, VRHS #4 is committed to working with the LAUSD SELPA and Special Education Division staff to develop specific programs that serve specialized populations in the VRHS #4 Zone of Choice areas and, subject to a mutually agreed to MOU between LAUSD and VRHS #4, the larger LAUSD geographic. For example, LAUSD Special Education Division has identified significant numbers of high functioning autistic students at Kennedy and Cleveland High Schools. **As such, VRHS #4 will collaborate with LAUSD to serve a percentage of high functioning autistic students (or another student group that VRHS #4 and LAUSD identifies) from these neighboring high schools and, when appropriate, from the larger LAUSD geographic. In addition, just as GHCHS serves LAUSD and GHCHS low incidence Deaf/Hard of Hearing students, VRHS #4 and LAUSD Special Education Division will develop a specialized program that serves low incidence students who reside within the Zone of Choice areas and, subject to a mutually agreed to MOU between LAUSD and VRHS #4, the larger LAUSD geographic. One such LAUSD Special Education Division identified program for VRHS #4 could be for orthopedically handicapped students.**

VRHS #4 will provide the parent "A Parents' Request for Reasonable Accommodations" form with a referral for special education assessment. The original will be kept in the student's green folder as part of the permanent record. With the assessment Plan, VRHS #4 will provide the parent with "A Parents' Guide to Special Education Services". At least 15 days prior to the IEP, VRHS #4 will provide parents with "A Parents' Guide to Special Education Services", "Notification to Parent to Participate in Individualized Education Program Meeting", and "The IEP and You" booklet. At the IEP meeting, VRHS #4 will provide and explain to the parent, "A Parents' Guide to Special Education Services", "Least Restrictive Environment" brochure and the Parent Input Survey". If there is a dispute at the IEP meeting, VRHS #4 will provide the parent with and explain the "Informal Dispute Resolution for IEP Disagreements" brochure.

VRHS #4 will display the "Compliant Response Unit/Parent Resource Network" (CRU/PRN) poster as well as the monthly "Special Education Parent Training Calendar" in a common area. VRHS #4 will distribute to all parents and students the Parent-Student Handbook containing the nondiscrimination statement and sexual harassment policy, and Uniform Complaint Procedures. In addition, VRHS #4 will distribute "Section 504 and Students with Disabilities" brochure and the "Are You Puzzled by Your Child's Special

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Needs?" brochure at the beginning of the school year. VRHS #4 will also distribute the CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar" to all parents of students with special needs.

At VRHS #4, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student. A classroom teacher may identify students who are having difficulties with their coursework and implement accommodations or use other instructional strategies to help meet students' needs. The student will be referred to Tutorial Programs and/or Learning Labs before and after school. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. To aid the problem solving approach, teachers will meet in collaboration teams during professional development time or informally, to find new ways to address a student's needs. Teachers will carefully monitor student progress, gather information on the student and determine whether or not the interventions have successfully met student needs.

If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student will be referred for supplemental support in the Skills for Success Program. This program offers classes that provide intervention labs which offer re-teaching opportunities as well as deficit assessment opportunities using software technology designed to identify areas of skill deficit in the student as well as instructional support.

Also, at this time a Student Success Team (SST) may be called to discuss what type of interventions may benefit the student. The SST comprised of classroom teachers, parents, administrators, the parent coordinator, and any other concerned parties, will meet to develop a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SST's the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. **Parents and their student will each be asked to complete a survey to determine the students' strengths and weaknesses.** Classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. Classroom accommodations may be considered at this time. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other additional support. A student may also be referred to be pre screened for a learning disability. Student may be referred for assessment for Special Education Support, or a 504 support plan.

After a student has participated in a series of documented interventions without progress, the Student Support Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing. Once the request has been received by the Special Education Coordinator, an assessment plan is created. For English language learners, the assessment plan documents the student's primary language and language proficiency status. When

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standardized tests are considered invalid for the student, the Assessment Plan will be marked as "Alternative assessments". Initial assessment reports document the following required elements: Use of multiple assessment measures; results of tests administered (including primary language tests); tests given were valid for the student; test results were a valid reflection of student's skills and aptitudes; if interpreter was used, a statement regarding validity of assessment; whether the student may need special education/related services; basis for making the previous determination; relevant behavior noted during observation of student in appropriate setting and relationship of that behavior to academic and social functioning; student's social, emotional, behavior status as appropriate; educationally relevant health, development and medical findings; and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist's report will include whether there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services for students with learning disabilities. For students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented. For a student with Emotional Disturbance disability, VRHS #4 will conduct a comprehensive reassessment for a three year review IEP. See Appendix D for a list of assessment methods and tools.

VRHS #4 shall comply with all applicable State and Federal Laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Improvement Act (IDEIA). A 504 team will be assembled by the Principal and shall include a parent/guardian, the student, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's records; including academic, social, and behavioral records and will be responsible to determine whether or not an evaluation for 504 services is appropriate. The final determination is made by the 504 team in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education under IDEIA, the 504 team will make a referral for assessment under IDEIA.

VRHS #4 is a grades 9-12 general education campus that will offer special education services to students who qualify per their IEPs. VRHS #4 will have highly qualified, NCLB-Certified Resource Specialists to provide academic services for students who require this support in a collaborative model. To provide students with the Least Restrictive Environment, the Resource Specialists will assist the general education teachers in meeting student needs through a combination of co-teaching, consultation, collaboration, in the general education classroom as well as skills and Enrichment Seminar classes, and, when necessary, in the school's Learning Center to assist students in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis **as per each student's IEP and will be regularly tracked in Welligent with the "RST Tracker" tool. Both special education and general education staff will be given professional development time to collaborate and plan for the inclusion of students with special needs into the general education population on a weekly basis.** Since some students need a small group environment and increased individual assistance with certain grade level standards and skills, the Resource Support Program at VRHS #4 will create an environment where students with IEPs can receive support in a quiet, small classroom and focused in a variety of educational environments.

General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well

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as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents every five weeks and at IEP meetings.

VRHS #4 will insure that all required transition services are in place for students designated Special Needs. Parents will receive "Preparing High School Students for Transition, A Guide for Students Exiting Special Education". Transition Services are a set of coordinated activities to assist a student's transition from high school to post-high school programs. These services are designed to help the student adjust to life after he or she is no longer eligible for school related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age. **The IEP team and the designated Transition Counselor will oversee the implementation of these transition services.** These services include instruction, community experiences and the development of other post school living skills. The coordinated activities for transition are based on the students' individual needs and take into account his or her preferences and interests. All Special Needs Students will take the "Kuder Navigator" which is a career assessment tool. Parents will also receive "A Parents' Guide to Helping Your Children with the Career Planning Process".

The Resource specialist will work with a full time Program Support Person (PSP) to ensure that all students are receiving their provided service minutes, and will track these services by logging on to Welligent on a daily basis. All teachers and aides will assist students in accessing grade level material with assistive technology and other supports provided in their IEPs. All students with IEPs at VRHS #4, in a culture of equity, access and academic achievement, will spend the majority of their day alongside their peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide all accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without a special need. Common classroom accommodations and modifications could be, but are not limited to the following: extra time on assignments and tests, access to a calculator, modified assignments, peer note taker, index cards, preferential seating, small group instruction, access to quiz and test retakes, frequent checks for understanding, repeated and clarified directions, and, assistive technology. All staff, including substitute teachers, will have access to hard copies of the student's IEP to provide necessary accommodations.

When a student has been referred for a special education assessment, VRHS #4 will follow all federal, state, and local district timelines. VRHS #4 will document the form "A Parents' Request for Reasonable Accommodations" and maintain the original in the student's green folder as part of the permanent record. VRHS #4 will provide the parent with a Welligent-generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, VRHS #4 will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. VRHS #4 will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. **VRHS #4 will follow appropriate timelines for conducting annual and three-year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP student transfers in.** For Initial and Three-year assessments, VRHS #4 will conduct vision and hearing screenings (within the previous 12 months of the IEP meeting date) and will document the screening dates in the IEP. IEP meetings will be scheduled far enough in advance to coordinate and facilitate IEP team member preparation and participation and with the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" used to document attempts to get parents to

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attend IEP meetings. VRHS #4 will use strategies, such as individual or conference telephone calls when parents cannot attend the meetings.

VRHS #4 will maintain a roster of staff eligible to interpret at IEP team meetings and the Welligent “Missing and Old IEP Report” will indicate they are not missing any old IEPs. **All staff responsible for implementing the student’s program including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. VRHS #4 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student’s IEP.** The Resource Specialist Teacher uses the Welligent “RST Monthly Service Log” to document provision of services and will regularly update in Welligent the “IEP Report of Progress and achievement from Current IEP” and distribute it to parents at the same time progress reports are issued. For staff that have left VRHS #4, changed positions, and/or acquired different roles as Welligent users, the school will update Welligent account information.

A Modified Consent Decree (MCD) Review Team comprised of the Special Education Coordinator, General and Special Education teachers and classroom assistants, and other support staff will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed. When a student has been referred for a special education assessment, VRHS #4 will follow all federal, state, and local district timelines. See Appendix D.

7. Performance Management (2 pages + attachments)

- a. **Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

NOT REQUIRED TO RESPOND AT THIS TIME

	GOAL	METRIC
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/advanced 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 proficiency/advanced rate of historically underperforming subgroups will exceed the statewide average (by year #4).	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%

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8.	<u>Instructional Quality:</u> 90% of classrooms consistently reflect rigorous standards-based instruction (as assessed by administration and Peer experts).	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 Norm 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> 75% of stakeholders will rate the school, on average, at least 4.0 out of a 5.0 point scale on a satisfaction survey.	5%
12.	<u>Parent Engagement:</u> 75% of parents will attend scheduled parent conferences <u>and</u> actively monitor student performance on the online access center.	5%
TOTAL		100%

VRHS #4 school mission, vision and core values will drive the school goals and performance outcomes with the broad overall goal of supporting students to thrive academically and socially. Key goals related to Annual Measurable Objectives for student proficiency, bridging the achievement gap, attendance and enrollment, highly qualified teachers and administrators, teaching and learning, career and college readiness, parent involvement, and fiscal health will be embedded in the VRHS #4 Action Plan. All administrators and departments will develop SMART goals that are reassessed annually. **This contributes to the VRHS #4 culture of accountability with data driven results.** Measurable student performance goals and mission-specific goals will be tied to the PSC Performance Management Matrix. The VRHS #4 Performance Matrix, in part, is included herein. Indicators show annual growth metrics.

b. Rationale: Discuss why the proposed school will track the mission-specific indicators selected. (NOT REQUIRED TO RESPOND AT THIS TIME)

The selected indicators reinforce the core values of VRHS #4. VRHS #4 will be structured to ensure the following:

- Safe and Personalized School
- Student , Parental and Community Engagement
- College and 21st Century Career Ready
- Increased Instructional Time
- Highly Qualified and Effective Teachers, Support Staff and Leaders
- Accountability with Data Driven Results
- Operational Independence and Financial Strength

The VRHS #4 Board and school leadership including all stakeholders will use the data collected from these sources to inform school programs, instruction, curriculum, assessment, intervention , operations. The SARC will be communicated to stakeholders and the community through meetings and electronic communication. The VRHS #4 charter, acting as the Local Education Agency (LEA) Plan, and the VRHS #4 School Plan developed through the WASC self-study will include measurable school goals and accountability measures with specifics on those responsible for carrying out the goals, a timeline of activities, school resources used to support school goals, and the means to assess improvement, and monitor and report progress. Results will be shared during PD activities, school meetings and other venues. The school's response to data findings will be continued re-evaluation of best practices through the culture of inquiry-based professional development. School success will be measured by an amalgam of parent, community, staff, and student input along with performance data.

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COMMUNITY INVOLVEMENT

8. Community Analysis and Context (3 pages + attachments)

- a. **Description:** Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

VRHS #4 is located in mid-Granada Hills (10445 Balboa Boulevard), a largely working class suburban community adjacent to the communities of Northridge (west), North Hills (southeast), Mission Hills (east) and Reseda (south). These are suburban communities with a mix of housing, commercial buildings, public parks and public and private schools. The primary industries in these communities are construction, retail trade, professional services and health care with 70%-80% of adult residents in white collar occupations. **In the last 5 years this portion of the San Fernando Valley has experienced growth in the Hispanic and Asian populations and a decline in the White population.** Approximately 25% - 30% of the population is 18 years of age or younger. Parent education levels show that 30% - 40% of residents are high school graduates and have 2 or more years of college education. (CLR, 2009)

Students who will be attending VRHS #4 live primarily in the Granada Hills or North Hills area of the northwest San Fernando Valley but may also matriculate from the Northridge, Mission Hills or Reseda communities due to the LAUSD zone of choice and feeder school patterns. **The projected 9th through 12th grade student enrollment (1250) in the VRHS #4 Zone of Choice will be 13% White, 67% Hispanic, 10% Asian and 5% African American. 69% of these students are projected to be socio-economically disadvantaged and 19% are English Learners, an indicator that these traditionally underperforming groups will need additional academic and social supports.** VRHS #4 has been a Title 1 school since its first year of charter status and has had great success in raising the achievement of these student populations.

The input GHCHS has received on our Public School Choice application for VRHS #4 shows that families in the VRHS #4 community recognize that their local high school may or may not address the educational needs and goals of their children. The VRHS #4 feeder high schools - Monroe, Kennedy and Cleveland- each have

struggled with educating their students as evidenced by CDE 2010 AYP Program Improvement status (Cleveland, Year 2; Kennedy, Year 3; Monroe, Year 5),

School	1-Year Dropout Rate	4-Year Dropout Rate	Graduation Rate
Monroe	5.8	22.7	78.0
Kennedy	3.6	14.4	84.9
Cleveland	3.5	14.4	88.9
GHCHS	0.8	3.3	96.0
CDE Educational Demographics Office, 2007-2008 percentage data as of 7-7-09			

dropout and graduation rates (Dataquest, 2010) while GHCHS which has never been in Program Improvement status serves as a model for academic success with a proven track record of providing outstanding educational opportunities for students in the Granada Hills area of the San Fernando Valley as well as students across Los Angeles who have attended through LAUSD Magnet, PWT, Open Enrollment and School for Advanced Studies (SAS) permits.

GHCHS has supported a diverse student population in reaching their goals through high academic expectations, relevant and rich learning experiences, targeted intervention, and a nurturing social and emotional environment. Graduates have achieved at the highest levels and applied their learning to benefit the greater Los Angeles community which perceives GHCHS as a highly desirable school of choice so that we currently have over 2500 students on our wait lists. In VRHS #4, neighborhood

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families will have the opportunity to access a new charter school modeled after the success of GHCHS. With VRHS #4 just one mile east of GHCHS, our community will have access to 2 strong charter schools and can feel confident that VRHS #4 will have the support it needs to be a success.

The new school facility is easily accessible via San Jose Street (east entrance to GHCHS) from Zelzah Avenue to Balboa Boulevard and conveniently located for our school personnel to access and support. GHCHS intends to utilize the experience and culture of innovation of our school Leadership Team to assist the newly hired staff at VRHS #4 with the implementation of its instructional program and school operations. The school's location is ideally close with many GHCHS support staff already working and living in the community.

A survey of parents interested in having their students attend VRHS #4 indicate that other critical needs for the school are school security, after school programs, traffic control, adequate supervision of students both on and off campus, and strong community involvement in maintaining a safe campus. GHCHS is considered one of the safest schools in Los Angeles. A strong GHCHS Safety Plan, the employment of a full-time school police officer, 24-hour security guard, and ample campus safety aides, the installation of campus-wide security cameras, an anti drug/weapons K-9 Program, a coordinated afterschool program of athletics, clubs, and tutoring, a closed campus, and opportunities for parent communication and involvement have supported school safety. These, plus proactive school safety policies utilized at GHCHS, will be replicated at VRHS #4. GHCHS also has long-term partnerships with the following community organizations: San Fernando Valley Coalition on Gangs, LAPD Special Enforcement Unit, CASCWA, LAUSD OEHS, LACOE Emergency Planning, American Red Cross, Community Emergency Response Team CERT, Councilman's Office District 12, L.A. City Fire Department, California Emergency Mobile Patrol CEMT, PATC, National Middle and High School Safety Council, L.A. County Health Department, Riverside County Sheriff, National Safety Council, CASBO Safety Section, Government Emergency Telecommunications Homeland Security GETS.

The Granada Hills community and those families in the prescribed "zone of choice" are well aware of the social, economic and political challenges facing education. **Many generations of families have attended Granada and have continued to put their trust and support in the school. In VRHS #4, neighborhood families will have the opportunity to access a new charter school modeled after the success of GHCHS.**

- b. Background/Support:** Describe your team's history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

GHCHS has a proven track record of providing outstanding educational opportunities for students in the Granada Hills/Northridge/Mission Hills area of the San Fernando Valley as well as students across Los Angeles who have attended through LAUSD Magnet, PWT, Open Enrollment and School for Advanced Studies (SAS) permits. In its 50 year history GHCHS has supported a diverse student population in reaching our goals through high academic expectations, relevant and rich learning experiences, targeted intervention, and a nurturing social and emotional environment. Graduates have achieved at the highest levels and applied their learning to benefit the greater Los Angeles community.

Current 2010 GHCHS Academic Performance data demonstrates that current students from the Granada Hills community perform at the highest levels. The GHCHS 2010 growth Academic Performance Index (API) for socioeconomically disadvantaged students is 839, 103 points above the

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performance of this subgroup at El Camino Real, the highest performing comprehensive high school in LAUSD Local District 1. Results at the VRHS #4 feeder schools show that all are well below GHCHS with 694 at Kennedy, 664 at Monroe and 725 at Cleveland. The same is true of API results for the English Learner subgroup. At GHCHS students were able to reach a 791 API, 144 points above El Camino Real and only 9 points from the State of California threshold of an 800 API. English Learners at GHCHS performed significantly higher than the feeder schools that are all in the 600's (Kennedy – 621; Monroe – 602; and Cleveland – 623).

Another traditionally underperforming subgroup are Students With Disabilities. Zone of Choice student data also shows that 11% of VRHS #4 students will be Students with Disabilities who will require significant academic and personal support. GHCHS students in this subgroup (648 API) outperform similar students at ECR (541), Kennedy (461), Monroe (460), and Cleveland (471) demonstrating that GHCHS has the experience to serve this community and VRHS #4.

GHCHS has developed relationships with community service groups, colleges and universities, particularly CSUN's 17-year support of the Math, Science and Technology Magnet, industries and businesses such as Raytheon who supports the GHCHS Robotics Team, and Granada alumni and organizations such as California Business for Education Excellence (CBEE) and the California Credit Union that serve to benefit our students and our graduates, and will do the same for VRHS #4 students and graduates.

Among these groups are such organizations as Rotary International which supported a GHCHS school Rotary Club with students who regularly entered and won Rotary essay competitions; the Old Granada Hills Residents Group which holds meetings on our campus, and the Granada Hills South Neighborhood Council, all of which support our application for VRHS #4; CSUN College of Education which sponsored our Math, Science and Technology Magnet from its inception on the GHCHS campus providing speakers, field trips, museum and lab tours with hands-on activities, Oviatt Library privileges and other opportunities for staff and students; North Valley Occupational Center with whom we have a formal relationship as part of our Career Technical Education program; and, Raytheon, one of many engineering companies that supports our GHCHS Robotics Team. Local businesses such as Starbucks, Ralphs, Jersey Mikes, and others that surround the GHCHS campus have supported GHCHS activities over the years. These relationships plus others we have established for VRHS #4, i.e. The Armory Center for the Arts, CalTech, Parsons, CSUN College of Engineering and Computer Science, CSUN College of Science and Mathematics, California State University Channel Islands for the Applied Science program; CSUN Mike Curb College of Arts, Media and Communication for the Performing Arts program; and, CSUN College of Business and Economics for the Business Program continue to benefit K-12 education in our community.

9. Community Engagement Strategy (2 pages)

- a. Engagement Plan: Explain the team's vision for engaging the community and the underlying theory that supports it.**

As part of the school mission to be a 21st century community-based center of learning, VRHS #4 plans an ongoing relationship with community partners. The VRHS #4 vision is to engage the community into the life of the school and integrate the school into the community with a variety of local educational, enrichment, career-based, and parent/student support programs that allow school partners to act as both a resource for students and families, and a participant in the school's vision.

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Research says that school, family and community partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and the community and help teachers with their work. Our vision is to create partnerships to help all students to succeed in school and in life. When families are involved, *students hear common messages from home and school about the importance of attending school, staying in school, and working hard as a student* (Epstein, 1994). Communities offer valuable resources to schools and families - *people who volunteer their time in the school, organizations that offer enrichment opportunities, businesses that offer career-related information and workplace experiences, and agencies that provide various social services for students and families* (DeKanter, Ginsburg, Pederson, Peterson, and Rich, 1997). The VRHS #4 vision of preparing well-educated students for college and the 21st century workforce is supported by Shields research: *Schools that are committed to developing students' critical thinking skills and real-world applications of knowledge as well as providing necessary services and enrichment activities need to forge new relationships with the community to improve student learning* (Shields 1994). **All A¹S²C³–based partnerships will align with school ESLRS so to foster lifelong learning and productive members of society through activities such volunteerism and role models, and effective communicators, information managers and problem solvers through resources for project-based learning and civic responsibility.**

- b. Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

Arts, science and business community groups will partner with the school to enrich the A¹S²C³ program and to support our college and career-ready culture. Key partnerships will provide internships, mentors, guest speakers, philanthropic support, field trips, teacher professional growth, business connections and student opportunities that add real world relevance of each A¹S²C³ fields and career exposure and enrichment to the academic program. **For example, the CSUN College of Arts, Media and Communication Arts Program will provide opportunities for students to see performances and participate in art exhibits; East West Bank will provide internships and mentorships for students, guest lecturers/speakers, and support for the staff to develop and design finance-related curriculum; and, the Amgen Bruce Wallace Biotechnology Lab Program Partnership will train teachers, provide curricular units, provide lab equipment and materials to the Science Department, the Santa Monica Mountains Conservancy will provide exposure of students to real field studies experiences, volunteer opportunities and all to unique, realistic and viable college majors and career goals.**

During the PSC 2.0 RFP process the GHCHS Academic Programs Coordinator has initiated contacts, agreements, and letters of support from these key partnership groups. In many cases GHCHS already has a relationship with partners that will follow to VRHS#4. [See Appendix 36-Partnerships] **The VRHS #4 Academic Program Coordinator and a parent liaison will continue support and implementation of the established partnerships and create a development plan that outlines goals for partnerships, sponsorships, and parent/student/community support activities. This will include a goal to generate private scholarships for VRHS #4 students such as those awarded to GHCHS seniors. In general, the 5-year partnership timeline will be:**

- Year One: VRHS #4 Academic Programs Coordinator will cultivate and establish strategic partnerships with entities whose mission aligns with the school vision and mission and keyed to

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student outcomes. Activities include outreach, agreements, letters of support, initial partnership activities, et al.

- Year Two: The Academic Programs Coordinator will foster existing relationships and reach out to others based on input from the school community, teachers and students. Activities will be aligned with A¹S²C³ communities so that students receive a mentor in their field of interest and related field trips, assemblies, field studies, guest speakers, etc. are formalized and can be calendared annually. Year One activities will continue dependent upon stakeholder evaluation.
- Years Three – Five: The Academic Programs Coordinator will establish strategic partnerships and corporate sponsorships whose mission aligns with the school vision and mission that will provide funding for expansion of extraordinary high school experiences tied to internships, volunteer activities and field experiences promoting a strong exposure to future career opportunities. The Coordinator will also establish an alumni presence on the school website.

The VRHS #4 Academic Programs Coordinator and the parent liaison will develop opportunities community outreach and involvement, and an emerging sense of community. VRHS #4 plans to engage community by holding on-site community meetings for businesses from along the adjacent Balboa Boulevard corridor, VRHS #4 parents and neighbors, representatives from the Granada Hills and Northridge Neighborhood Councils and other community and civic organizations. VRHS #4 will attract the community by holding events such as Back to School Night and Open House, concerts and plays, book fairs that support community literacy, athletic events, Robotics competitions, and festivals that engage the community in a fun and informative atmosphere. **Each A¹S²C³ community will sponsor career pathway-related events such as Earth Day, Art Walk, Family Literacy Day, and A¹S²C³ college/career fairs.** VRHS #4 will also celebrate our diverse student body by recognizing and celebrating African-American History Month, Women's History Month, Speech and Hearing Awareness Month, Seniors Month, and Hispanic Heritage Month. Messaging that targets the school's need to support academic programs and a large English Learner/Socio-economically disadvantaged student population will leverage community service organization and philanthropic support.

"If today's college graduates are to be positive forces in this world, they need not only to possess knowledge and intellectual capacities but also to see themselves as members of a community, as individuals with a responsibility to contribute to their communities. They must be willing to act for the common good and capable of doing so effectively.... Education is not complete until students not only have acquired knowledge but can also act on that knowledge in the world" (Ehrlich, 2003). We believe the same applies to high school students. **VRHS #4 will integrate itself into off-campus neighborhoods by volunteering and participating in activities benefiting the community such as the Community Health & Fitness Fairs, Annual Granada Hills Holiday Parade, San Fernando Valley Veterans Day Parade and many more community events, fairs, parades, and festivals.**

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GOVERNANCE, OVERSIGHT and LEADERSHIP

10. School Governance and Oversight (5 pages + attachments)

- c. School Type: Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

We believe the autonomy and control over resources afforded to a fiscally independent charter school will best allow VRHS #4 to achieve a successful replication of GHCHS's educational program so as to achieve the performance goals and outcomes outlined in this Application. Fiscally independent charter status will allow VRHS #4 to best secure community input and involvement at the local level; the focus on local collaboration among teachers, parents and administrators creates a community of "ownership" that is optimum for the School to achieve its academic goals. As an independent charter school VRHS #4 is free from most laws and regulations that apply to school districts in exchange for academic accountability. Independent charter schools have more flexibility in defining their employment relationship with their staff and in how they use many state categorical funds, which for regular schools are targeted for specific students or programs. Independent charter schools have also demonstrated substantial success in generating additional funds through fundraising, grants, and corporate sponsors. The financial latitude granted to GHCHS has allowed GHCHS the flexibility to establish a fiscally stable operation with a \$10 million reserve, a Standard and Poor's AAA (triple A) credit rating, an extremely healthy financial reserve at nearly 30 percent of our operating budget (which is more than twice the statewide average for high school districts), and the necessary internal controls that have resulted in the strongest audit reports.

Academic and fiscal flexibility has allowed GHCHS to design and provide programs that support rigorous, standards-based instruction, curriculum and assessment that are best suited for the pupil population attending our school. Our school culture has high expectations for students in the way they behave and learn. All students take a University of California-approved A-G curriculum and are expected to follow the policies and guidelines in the Parent-Student Handbook. In the last seven years as a charter GHCHS has surpassed the performance levels of all comprehensive high schools in the LAUSD. GHCHS earned a full 6-year accreditation without a mid-term review from the Western Association of Schools and Colleges (2006), the only comprehensive high school in the LAUSD that year achieving this status. In the last year, the school Academic Performance Index (API) increased by 30 points to the current 874. GHCHS is now ranked in the top ten percent (decile) of all schools in California, and is eligible to receive the prestigious 2011 California Distinguished School award, the second such designation for GHCHS.

The community and student population in the VRHS #4 attendance area is significantly similar to the community and student population in the GHCHS attendance area. Based upon the annual strong demand for enrollment at GHCHS (including an annual wait list of approximately 2500 students) we believe replication of the GHCHS model -- including its independent charter school governance design -- is the strongest recipe for academic and operational success of the new VRHS #4.

For these reasons GHCHS is applying to create VRHS #4 as a fiscally independent charter school as fully described in this Application. GHCHS has extensive experience and a proven track record working with a population of students similar to those projected at VRHS #4. More students in our community will now have the opportunity to attend a high-achieving, locally-governed charter school and benefit from the policies and innovations that will make it a model 21st century college-ready, career-focused charter high school and a source of community pride.

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- d. Applicant Team Capacity:** List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

The GHCHS applicant team will provide experienced and skilled direction to VRHS #4 and its Leadership Team. The GHCHS team has a proven track record in operating one of the most successful and largest charter schools in the country, has unique experience in traditional and charter school organizations, has worked extensively with other new school start-up and conversion charter school organizations in Los Angeles and across the state, and led the GHCHS conversion in 2003. In addition to the strongest instructional and operational expertise, the GHCHS team has extensive experience in leadership development, data analysis, school culture accountability, financial management, fundraising, technology and school construction. The GHCHS team consists of

- Brian Bauer, ED
- Walter Wallace, CBO
- Dilmit Singh, Admin Dir, Instruct/PD
- Patricia Givant, Admin Dir, Account/Tech
- Chris Davis, Admin Dir, SpEd/Athletics
- Julia Howelman, Admin Dir Couns/Facilities
- Joan Lewis, Admin Dir Attend/Discipline
- Connie Dunn, Admin Dir Interven/Activities
- Judie Baumwirt, Academic Programs Coord
- Elisa Pulido-Ragus, English Dept Chair/Tchr
- GHCHS Classified Managers in Human Resources, Facilities/M&O, Food Services, Student Body Finance, Student Data Systems, Security/Events and Information Technology/Network.
- GHCHS Instructional Leadership in English, EL, Math, Science, Social Science, VAPA, PE, Special Education, World Languages, and Career Tech Education, and Counseling.
- Andrew Nelson, Math Tchr
- Norm Holloway, Sp Ed Tchr/Dept Chair
- Karla Diamond, HR Manager
- Maribel De La Torre, Development Director
- Karla Diamond, HR Manager
- Lorene Dixon-Ndife, GHCHS Parent
- Janet Alston Jackson, Board member, Author/Speaker and Media Consultant
- James Salin, GHCHS Board Chair, former GHCHS parent, Bank VP

[See Appendix 19 for Applicant Team Bios]

VRHS #4 will hire an independent Executive Director/Principal (and its own certificated and classified staff) and will secure support for key instructional and operational program development from GHCHS and/or another support provider. The GHCHS team will support the successful replication of GHCHS's academic program and operations in multiple ways:

1. through the replication of the outstanding educational program of GHCHS as well as policies and procedures of operation similar to that used to operate GHCHS that will be incorporated by reference into the VRHS #4 charter (thus solidifying the core successful components of GHCHS in VRHS #4);
2. through daily collaboration and engagement of GHCHS Leadership Team and the management of VRHS #4 (GHCHS Leadership Team will operate like a coach or mentor to the management team of VRHS #4);
3. through a bundled package of service offerings to include, among other items, instructional program, operational, and "back office" business services support;
4. through the continued oversight and accountability the GHCHS Board will maintain as the sole statutory member of VRHS #4 -- the sole statutory membership structure allows GHCHS to ensure that the core principles, academic program, and successful operational design of GHCHS is

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effectively implemented in VRHS #4. (See Supplemental Application section Organizational Capacity 1c. for a description of the GHCHS oversight process and how GHCHS will ensure the successful and faithful implementation/replication of GHCHS's education and operational programs at VRHS #4.)

The VRHS #4 Board's primary function shall be to hold its management responsible for the successful implementation of the charter (which will be developed by the GHCHS Leadership Team). While at the same time the GHCHS Board through its sole statutory membership (with the assistance of the GHCHS Leadership Team) shall hold the VRHS #4 Board accountable for the successful implementation of the charter's educational program and operational program components outlined in its charter.

The fundamental interest of GHCHS (as the sole statutory member) is -- on a continuing basis -- to be assured that the VRHS #4 is:

- Implementing the provisions of the charter as created by GHCHS and approved by LAUSD;
- Obeying all requirements of federal, state, and local law that apply to the school;
- Being operated prudently in all respects; and
- Providing a sound education for all of its students.

At all times the VRHS #4 is operational the school will have the following information available to GHCHS¹:

- Scope and sequence for all subjects to be offered by the school.
- The complete educational program for students including, but not limited to: (1) a description of the curriculum and identification of the basic instructional materials to be used; (2) plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials; and (3) identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluation of student progress.
- Annual calendar for the school that includes all of the instructional days, instructional minutes, and the number of professional development days.
- Daily Bell schedule for site based programs.

By the end of September each year, VRHS #4 will provide an annual update to GHCHS for the prior year that examines the following²:

- STAR test results, both in aggregate form and disaggregated by numerically significant subgroups.
- California High School Exit Exam (CAHSEE) results both in aggregate form and disaggregated by numerically significant subgroups.
- Progress made toward meeting API growth targets and AYP.
- Results of any additional school wide internal assessments used by the VRHS #4 including VRHS #4 Performance Metric (and Executive Director/Principal Evaluation Tool)
- Progress towards meeting the educational outcomes identified in the charter.
- Any additional data or information required by GHCHS.

Unless GHCHS is providing fiscal services as part of a contract between the two charter schools, VRHS #4 shall provide periodic reports of revenues, expenditures, and reserves to GHCHS. At the same time that VRHS #4 is providing copies of its preliminary budget, unaudited actuals, first interim and second interim

¹ The obligations of VRHS #4 to provide information, annual reports etc. to GHCHS as outlined in this application will be included as obligations in the VRHS #4 charter. Moreover, VRHS #4 shall not be allowed to seek a material amendment of its charter from LAUSD without the approval of the sole statutory member.

² Ibid.

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reports to LAUSD it shall provide copies to GHCHS. VRHS #4 shall provide the following additional information to GHCHS:

- Explanations and budget assumptions for revenues and expenditures.
- Growth in ADA and the impact of the growth on liabilities, facilities, etc.
- An organizational chart identifying all charter school employees and respective salary information for each position.
- A written summary of any significant changes in the budget or interim reports from one reporting period to the next period.
- Statement of cash flow for the current and subsequent fiscal years.
- Profit and loss statement.
- Disclosure of all multiyear fiscal obligations, such as loans, lines of credit, etc. for the next three years.

GHCHS will conduct multiple site visits in order to assess the VRHS #4's progress in governance and organizational leadership, educational performance, fiscal operations and internal controls, and adherence to the charter.

If VRHS #4 is not, for example, achieving all of the highest academic standards outlined in the charter, operating in a fiscally prudent manner, fully maintaining compliance with all rules and regulations and achieving a high level of transparency in its operations, the GHCHS Board retains the right to remove and replace VRHS #4 Board members.

GHCHS Team Track Record - In over seven years of operation as an independent charter, GHCHS has been led by a team that has produced stellar academic, operational, and fiscal results:

- GHCHS has an API of 874, the highest of any public comprehensive high school in Los Angeles and one of the highest in the state. Since its charter inception in 2003, GHCHS's API has increased 113 points.
- GHCHS subgroups consistently have met and in most cases exceeded their API targets, especially historically underperforming groups such as Students with Disabilities, English Language Learners, and Socio-economically Disadvantaged. In fact, these student subgroups are outperforming most LAUSD whole school APIs
- GHCHS has met all Federal AYP targets
- GHCHS has a 99% graduation rate, a 98% two- and four-year college acceptance rate, a 96% passage rate on both the CAHSEE English and Math on the first attempt, and a 98% student attendance rate
- GHCHS's innovative programs that prepare its students to be college and 21st Century Career ready include 20+ AP subjects; pathways in STEM, New Media, Construction, Automotive, Culinary and Business; a Virtual Academy; and a Summer Transition Academy, among others
- GHCHS's annual student wait list is approximately 2500 students
- GHCHS has invested more than \$5 million in textbooks and instructional materials, \$6 million in technology, \$11 million in facilities improvements, and pays its employees 10-25% more than their LAUSD counterparts
- GHCHS consistently receives top score of "Advanced" in all four areas – Student Achievement & Educational Performance, Governance & Organizational Management, Fiscal Operations, and Fulfillment of the Charter –during LAUSD's annual charter school oversight review.
- GHCHS's financial health is vibrant, with the strongest audits by an external auditor, a recent Standard & Poor's Triple A (AAA) credit rating for its independently filed \$5 million interest-free

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QSCB, and an almost \$10 million reserve, which is nearly 30% of its operating budget and more than twice that of high school districts in the state

This same GHCHS team will support VRHS #4 and its team in the successful implementation and operation of VRHS #4.

e. School Governance and Oversight:

i. Autonomy: How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

The mandate of the VRHS #4 (“Board” or “Board of Directors”) Board of Directors and stakeholders is to promote the guiding mission of VRHS #4 as articulated in its charter. In order to do so the VRHS #4 Board is empowered to operate as the decision-making body. The VRHS #4 governing structure is designed to foster a **high level of participation and input** by all stakeholders, and assure the effectiveness of local school control and accountability. As such, while the VRHS #4 Board shall be the ultimate decision making body of the School, it exists, in part to affirm or reject policy recommendations made by the advisory or ad hoc committees established by the Board, as well as to evaluate the Executive Director/Principal. The Board’s Advisory Committees (see School Level Committees section below) shall be venues in which all stakeholders – employees, parents, students, and community members – engage in the creation and review of vibrant programs and policies that in turn lead to proposals before the VRHS #4 Board for how to improve student performance. As part of the school’s mission to improve student performance, it is vital that VRHS #4 employees, students, parents and community members both witness and participate in the School’s collaborative process of policy development and decision making. **As discussed further below, the VRHS #4 Board and Advisory Committee structure, along with other components of governance and school culture, will ensure a high level of participation and input.**

Non Profit Public Benefit Corporation - VRHS #4 will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of the charter.

VRHS #4 will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School, if any. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Board of Directors - The Charter School will be governed by a corporate Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of the VRHS #4 charter. *[See Appendix 21-Draft VRHS #4 Bylaws]*

The Board shall have at least five (5) and no more than nine (9) directors. GHCHS shall serve as the sole statutory member of the VRHS #4 and shall nominate, appoint, and remove the directors for VRHS #4. The sole statutory membership structure will ensure that VRHS #4, while operated as an independent entity, remains true to the mission and goals established in the VRHS #4 charter as developed by GHCHS.

Board Meetings and Duties - The VRHS #4 Board will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

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- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director/Principal of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out-of-state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The VRHS #4 Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The VRHS #4 Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The VRHS #4 Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum conflicts of interest, the Brown Act, the Public Records Act and oversight responsibilities and best practices for board governance. The Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing.

In order to foster a cooperative and collaborative relationship, facilitate communication, encourage a meaningful articulation of ideas, and promote mutual understanding between VRHS #4 and non-charter

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schools within LAUSD, LAUSD staff are encouraged to attend Governing Board meetings. The VRHS #4 Governing Board will also solicit the participation of members of the community who do not have a direct stake in or accountability for the school's educational mission and outcomes as expressed in this application.

VRHS #4 creates a governance model with a **culture of shared leadership and decision-making** focused on high student performance, mirrored after the same successful and collaborative decision-making process used at GHCHS, as further outlined below (see for example, the use of School Level Committees). School committees are one of a number of vehicles that VRHS #4 will use to **gain faculty input** into decisions. Other VRHS #4 examples of this **shared decision making culture**, that are discussed throughout this application, include the attendance and participation of VRHS #4 Board advisory committee Chairs at all VRHS #4 Board meetings; the Council of Councils, which includes the Chair of each of the Board's advisory committees and the Executive Director, that shall meet monthly to review committee goals and progress; the VRHS #4 Leadership Team composed of various staff members, that will meet bi-monthly to monitor student performance, school programs and practices; and various stakeholder satisfaction surveys that may be used by the Board, its advisory committees, the VRHS #4 administrative and Leadership Teams to assess current School progress and establish future goals.

- i i . **School Level Committees: Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.**

VRHS #4 believes that a charter school best serves its students with a distributive leadership structure. VRHS #4 employees, parents, students, and community members will bring their ideas and concerns to one or more advisory committees through attending and participating in open committee meetings and submitting written proposals to the committees. All stakeholders (e.g., employees, students, parents and community members) will have representatives on each committee so that concerns and ideas may also be brought to the attention of the committees through this representation. The advisory committees will then work to create policies and programs in the areas of their purview based on the input they receive from stakeholders.

Consistent with legal requirements, advisory committees will make it a practice to seek the **input of stakeholders** by publishing on campus and posting on the VRHS #4 website their meeting times and agendas and by communicating with the School community on a regular basis. When an advisory committee is faced with developing a proposal that will have a major effect on the entire faculty and staff, that committee may poll the faculty and staff in order to best represent their constituents when making the decision. Such proposals include the length of the school day, the structure of the school year calendar, final exam schedules and other special bell schedules, and any changes in working conditions such as salary, benefits, or other contract issues.

To ensure greater stakeholder input and increased transparency, policies shall be created in advisory committees or Board established ad hoc committees and submitted from those committees to the VRHS #4 Board of Directors for approval. Consistent with the School's charter, policies may include the following: graduation requirements, curriculum, professional development, new construction, use of facilities, budgetary policy, requirements for audits, dress code, student attendance, and student

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discipline. In non-policy decisions, whenever possible, the VRHS #4 Board will seek input from advisory or Board established ad hoc committees.

In addition to the VRHS #4 Board meetings on a regular basis, each advisory committee will be required to meet a minimum of once a month, but more often as necessary. As is the practice at GHCHS, a Council of Councils shall be formed including the chair of each standing committee and the Executive Director/Principal. Council of Councils members will meet once a month, but more often as necessary, and will be expected to attend Board of Directors meetings, Council of Councils meetings, and the respective advisory committee meetings to ensure school-wide communication in decision making.

Advisory Committees - The VRHS #4 Board shall propose advisory and temporary (ad-hoc) committees to focus on specific tasks and/or policies, such as those listed in the initial description of the Governing Board's purview stated previously. The following advisory committees with their respective purviews will be in operation when the School begins instruction:

- Curriculum and Instruction - curriculum, instructional delivery, professional development, graduation and technology;
- Student Services - school safety, security, attendance, discipline, and student needs; and
- Operations - facility related matters such as new construction, policy on facilities rental, and other plant improvements and policies; scheduling matters such as calendar and bell schedules among others.

As noted in an earlier section of this application, these committees shall serve as venues in which all stakeholders – staff, students, parents and community members - engage in the creation and review of vibrant programs and policies that in turn lead to committee-generated proposals before the VRHS #4 Board for how to improve student performance. It will be the general practice at VRHS #4, just as it is at GHCHS, that before a policy or program may be acted upon by the VRHS #4 Board, the policy or program shall be discussed and acted upon at one of the advisory committees or at the Council of Councils, thus ensuring greater transparency and collaboration. The by-laws for these advisory committees will be developed and approved by the VRHS #4 Board prior to the 2011-12 school year. *[See Appendix 3-Committee Bylaws]* VRHS #4 Board action followed by a recommendation from the Council of Councils, the advisory committee structure can be modified, including the dissolution and creation of a committee.

iii. Governing Council: Describe the composition of the Governing Council and the process for membership selection.

The Charter School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have at least five (5) and no more than nine (9) directors. The VRHS #4 Executive Director/Principal shall not serve on the VRHS #4 Board of Directors; no employees of VRHS #4 will serve on the Board of Directors of the School. The VRHS #4 Board shall have at least two community representatives and at least one parent representative.³ A parent representative will be added to the VRHS #4 Board during the 2011-12 school year.

³ "Community Members" will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. A current Charter School parent may serve in the Community Member capacity in the event that no suitable non-parent community member can be found to serve in this capacity.

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GHCHS shall serve as the sole statutory member of the VRHS #4 and shall nominate, appoint, and remove the directors for VRHS #4. The sole statutory membership structure will ensure that VRHS #4, while operated as an independent entity, remains true to the mission and goals established in the VRHS #4 charter by GHCHS and will ensure the successful replication of GHCHS practices and programs at VRHS #4.

The GHCHS Board shall strive to appoint VRHS #4 Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. Tapping into its ties to local and regional community, business, educational, and government organizations, the GHCHS Board will actively recruit VRHS #4 Board candidates who possess the needed experience and expertise to serve VRHS #4. Board member selection and removal criteria/procedures, term limits, meeting schedules, and powers and duties are outlined in the Draft VRHS #4 Bylaws. *[See Appendix 21]*

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the VRHS #4 Board of Directors. If the District places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

The initial Board of Directors shall be five (5) and consist of the following individuals: *[See Appendix 18-Board of Directors' Resumes]*

1. **Sonja 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 Vaca:** 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.

11. School Leadership (3 pages)

- a. **Principal Selection:** Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

VRHS #4 shall employ an Executive Director/Principal to serve as the chief administrator of the School. The Executive Director/Principal shall be responsible for supervision and execution of overall operations of the School. At a minimum, the Executive Director/Principal must demonstrate proven experience and educational leadership as well as a commitment to education reform. Further, the Executive Director/Principal shall be supported by an administrative team and may contract for management services from GHCHS and/or any other qualified provider.

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Executive Director/Principal Qualifications and Competencies - At a minimum, the Executive Director/Principal shall possess the following qualifications and competencies:

- Bachelor's Degree
- Master's Degree or equivalent
- 5 years public school teaching experience
- Administrative Services Credential
- Bilingual (Preferred)
- 7 years public school administrative experience, preferably in both a traditional public and a charter school

Criteria for Selection of Executive Director/Principal - In addition to possessing the credentials and experience (noted above) as a leader in a public school environment, to be successful, the Executive Director/Principal of VRHS #4 must possess an unwavering belief in the potential of all children to excel academically along with a sense of urgency to achieve meaningful results in student achievement. The successful candidate will also demonstrate the following characteristics:

- An unyielding belief in the potential of all children to excel academically;
- A commitment to ongoing learning;
- Excellent communication and listening skills;
- Strong interpersonal skills;
- Knowledge of teaching and learning;
- Problem-solving skills;
- Project management skills to deliver results;
- Self-awareness and the ability to build successful relationships;
- The ability to collaborate and build teams.

Process for Selection of Executive Director/Principal - The Executive Director/Principal will be selected based upon a comprehensive, rigorous and inclusive application and interview process which begins with stakeholder involvement from inception to final approval by the VRHS #4 Board of Directors.

To initiate the process an ad-hoc committee will be assembled by the VRHS #4 Board immediately following the Board's incorporation. The committee may include parents and community members. The ad-hoc committee will be provided copies of all relevant qualification and competency requirements for the position. Thereafter, VRHS #4 will advertise the position of Executive Director/Principal in all customary public school employment arenas. Applicants will electronically submit applications along with descriptions detailing the applicant's work history, credentials, educational philosophy, etc. Initially, the applications will be screened by the ad-hoc committee, and interviews with potential candidates will then take place. In advance of interviews, applicants will be provided with a packet of information which would include copies of all relevant school documents containing the school's guiding principles/mission statement, along with any description of VRHS #4's unique program. The packet would also include a copy of this Public School Choice application and all relevant attachments, and a copy of the charter petition and relevant attachments. Part of the application process will require applicants to demonstrate in writing and verbally a clear understanding of the School's vision, mission, school design components, and instructional plan and how the candidate will materially advance the unique vision of VRHS #4. Applicants will then be ranked by the committee and the top three candidates will be recommended for final interviews with the Board of Directors. Thereafter, a candidate will be selected by the Board of Directors for employment as Executive Director/Principal of VRHS #4.

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Alignment with School's Vision, Mission, School Design Components and Instructional Plan - Since the application process for the Executive Director/Principal will require all applicants to demonstrate knowledge of the School's unique mission and program goals, and to indicate a specific plan for achievement of these goals in the context of serving as Executive Director/Principal, the process will yield an Executive Director/Principal most capable of understanding and maximizing the mission of VRHS #4.

Executive Director/Principal Job Description – *[See Appendix 38a]* The job description for the Executive Director/Principal position provides a comprehensive enumeration of all the essential duties of the position which, if successfully executed, will result in maximization of student achievement. The School may choose to reorganize this position from its initial configuration into two administrative positions of fractions thereof, if necessary. If so, the duties of the positions would be assigned to maximize the effective operation of the School.

b. Leadership Team: Identify any leadership positions beyond the principal position. Discuss the role the Leadership Team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the Leadership Team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

VRHS #4 Leadership Team - Guided by the GHCHS team, the VRHS #4 Leadership Team shall consist of the following:

- Executive Director/Principal
- Administrative Director of Instruction and Counseling
- Administrative Director of Operations and Student Affairs
- Academic Programs Coordinator (includes Testing and Intervention)
- Special Education Coordinator (includes Section 504 and SST)
- English Learners Coordinator
- Guidance/College/Career Counselor
- Three (3) Teacher Leaders (A1, S², C³ programs)

The VRHS #4 Leadership Team will meet bi monthly to set goals for the development, implementation and evaluation of the instructional program. They will examine current practices and discuss new and innovative ways to build on best practices. Since teacher practice must be supported by research and data, teachers and administrators will keep abreast of new information that is generated by strong educational research organizations such as the ASCD, McREL, Center for Teaching and Learning, and The Annenberg Foundation. Teams will ensure that instructional and operational practices support the needs of all students - at or below grade level, English Language Learners, Gifted and Talented and Special Education.

The VRHS #4 Leadership Team will create a peer observation calendar, schedules for videotaping best practices and debrief sessions where mentors and mentees meet to discuss the value of observed practices. The review process for teacher effectiveness will comprise of observation of teacher practice, contributions to student learning (value added), student and parent feedback, and contribution to the school community. The Leadership Team will decide upon the numeric values allotted to each of the components. The team will also decide on how the results from the system will enable them to target professional development, intervention for struggling teachers, and rewards for excellence. In addition to the value added model as a tool for teacher evaluation, teachers and administrators will use reflection as a tool for self examination and continuing growth.

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Teachers' teaching peers is a powerful model for discovering, developing, and fostering individual talents. Interdisciplinary teams will also attend conferences, workshops, and other demonstration sites to participate in gathering information on innovative strategies for improving student mastery and content support. A Leadership Team is integral to professional learning communities which move teachers from compliance to true collaboration and help them towards shared solutions and a research minded approach to teaching and learning.

- c. **Principal Evaluation:** Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

Annual Process for Evaluation of the Executive Director/Principal - The evaluation process will be comprehensive and aligned with the job description requirements, the School's mission, vision, school design and instructional plan. Specifically, the Executive Director/Principal shall be evaluated by the VRHS #4 Board of Directors. *[See Appendix 26-Process for Evaluation of the Executive Director/Principal]*

In sum, the Board and the Executive Director/Principal shall annually agree upon objectives which shall be used to evaluate the Executive Director/Principal's performance. Common examples of critical goals include the following:

- Overall successful implementation of the School's academic program and achievement of education goals
- High parental and community involvement
- Maintaining a fiscally sound charter school including a balanced budget
- Completion of required job duties
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties

These objectives shall reflect the necessary ingredients for a high performing educational program, effective personnel, sound operations, productive community relations, and a collaborative governance team in the Board-Executive Director/Principal relations. 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. This process shall include input from stakeholders which may be obtained through a number of mechanisms. The Board shall then render an accountability assessment as to performance and results.

An accountability metric between the VRHS #4 Board and the Executive Director/Principal will be used annually evaluate the effectiveness of the Executive Director/Principal and will include the following:

- | | |
|-------------------------------------|---------------------------------|
| • API (school and subgroup) targets | • Instructional Quality |
| • AYP criteria | • Fiscal Health |
| • Graduation Rate | • Stakeholder Satisfaction |
| • College Admissions | • Parent Engagement |
| • College Readiness | • CST Proficient/Advanced Rates |
| • Student In-Seat Attendance | • CAHSEE Pass Rate |
| • Student Enrollment Figures | |

12. **Staffing (5 pages)**

- a. **Staffing Model:** Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision

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and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

The staffing model for VRHS #4 will align with the school's mission and vision to create an educational program that values cultural diversity, best practices, and innovation. The intent is to hire the best and the brightest qualified professional staff that can participate in replicating GHCHS successful practices and programs, and will commit to the mission and vision of the school through their applied expertise, time, accountability, ongoing professional development, and personal standards. All employees will be expected to embrace the culture of the school as manifested by school policies, and the unique social and academic needs of a diverse student body.

STAFFING MODEL CHART - Projected enrollment and student/teacher ratio

Year	Grades	# of Students	Student Teacher Ratio	# of Teachers
2011-2012	9-11	900	25:1	36
2012-2013	9-12	1200	25.5:1	47
2013-2014	9-12	1200	25.5:1	47
2014-2015	9-12	1200	25.5:1	47
2015-2016	9-12	12000	25.5:1	47

Academic and non-academic staffing needs are supported by per pupil-based multi-year budget projections for VRHS #4. Salaries and benefits for staff will begin at \$1,180,427 for the first operating year and increase to \$2,089,384 by the 5th year to allow for the addition of staff, and rising benefits and salaries. Personnel numbers will change each year as student needs are determined.

For the first year of operation VRHS #4 will hire 42 instructional staff and 22.6 non-instructional staff. The instructional staff will include 32 general education teachers, 4 special education teachers, 4 special education assistants and 2 EL instructional aides for English Learners.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
<u>Grade</u>					
9	300	300	300	300	300
10	300	300	300	300	300
11	300	300	300	300	300
12		300	300	300	300
Total	900	1200	1200	1200	1200
<u>Instructional Staff</u>					
Teachers, subject	32	43	43	43	43
Teachers, Sp Ed	4	4	4	4	4
Sp. Ed/EL Instr. Aide	6	6	6	6	6
Total	42	53	53	53	53
<u>Non-Instructional Staff</u>					
Executive Director/Principal	1	1	1	1	1
Admin Directors	2	2	2	2	2
Acad Prog Coord	1	1	1	1	1
Activities/Athletics Coord	0.4	0.4	0.4	0.4	0.4
EL Coordinator	0.5	0.5	0.5	0.5	0.5
Deans	2	2	2	2	2
Counselor	2	3	3	3	3
Library/Tech/Media	1	1	1	1	1
Sp Ed Coordinator	1	1	1	1	1
Psychologist	0.4	0.4	0.4	0.4	0.4

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Other Spec. Ed. Service	0.2	0.2	0.2	0.2	0.2
Nurse/Social Worker	1	1	1	1	1
Office Manager	1	1	1	1	1
Office Assistant	3	4	4	4	4
Budget Asst & Network Asst	2	2	2	2	2
Cafeteria	1.5	1.5	1.5	1.5	1.5
Campus Aide	3	4	4	4	4
Contract Overnight Security	1	1	1	1	1
Contract School Police Officer	1	1	1	1	1
Custodian	3	3	3	3	3
Total	28	31	31	31	31
Total Staffing	70	84	84	84	84
Total Employees	68	82	82	82	82
Total w/benefits	23	25	25	25	25

Since the school will open with grades 9 through 11 and an expected 900 students, VRHS# 4 will hire the following credentialed teachers:

English - 8	Social Studies - 4	Wrld Lang/Cultures–2	Special Education – 4
Mathematics - 8	Visual Arts - 1	Physical Education – 2	
Science – 4	Performing Arts - 1	ESL – 2	

Other certificated staff includes a full-time Executive Director/Principal, Administrative Director of Instruction and Counseling, Administrative Director of Operations and Student Affairs, Academic Programs/Assessment Coordinator, Dean, Counselor, Library Media Teacher, Special Education Coordinator, and Nurse. Part-time positions in the first year will be English Learners Coordinator and Activities/Athletics Director. Non-instructional staff includes an Office Manager, 3 Office Assistants, a Budget and Tech Support Assistant, 3 Campus Aides, 3 Custodians, School Police Officer, and Overnight Security Guard. Additional mental health, special education, instructional leadership, back office, and operational support personnel will be contracted from GHCHS and/or another provider. *[See Appendix 33 and 34-Certificated and Classified Salary Information]*

In the second year the instructional staff will add 11 teachers:

English - 2	Science – 2
Mathematics - 2	Social Studies – 2
Career Technical Education – 3 (based on interest-based community student populations)	

This number of teachers will ensure that all 9th, 10th, 11th and 12th grade UC/CSU courses are available to students at a 25 to 1 class size. It will also provide sufficient teachers to develop core and interdisciplinary units during professional development and incorporate diverse instructional strategies that address varied student learning styles and reinforce the key habits of mind and essential skills all students need. Teachers credentialed in Visual Arts, Performing Arts, World Languages, English as a Second Language, Career Technical Education and Special Education will be hired based on the needs of the school and the career/course interests of students. Selected credentialed teachers will also be hired for their skills in running programs such as ASB, Academic Decathlon, Robotics, and Science Bowl. English as a Second Language and Special Education teachers may change based on the needs of the VRHS #4 student population.

b. Recruitment and Selection of Teachers: Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss

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the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

VRHS #4 will recruit and select its own highly professional, effective and qualified teaching staff.

Qualifications and Competencies -Timeline and Sequence of Teacher Recruitment, Selection, Hiring:

- VRHS #4 publically advertises staff openings working through partnerships with Teach for America Alumni, University Job Fairs, New Teacher Center, and EdJoin.
- VRHS #4 stakeholder committee is formed and applications screened.
- Candidates participate in an interview with the VRHS #4 stakeholder committee
- Final candidates demonstrate a lesson with students for VRHS #4 stakeholder committee.
- VRHS #4 ED/principal verifies eligibility of candidates selected based on eligibility criteria below.
- Candidates cleared to be hired are offered an annual renewable agreement for employment signed by VRHS #4 ED/principal.
- All employees are employed by VRHS #4 as the sole employer.
- The recruitment and selection process for VRHS #4 will begin in March upon approval of the application and selection the ED/principal with the goal of completing staffing by mid June.
- All eligible applicants may apply.
- Orientation and professional development training for all teachers new to VRHS #4 will be scheduled in late June through August.

The most important qualifications for teachers at VRHS #4 are

- Critical constructive thinking
- Effective communication skills
- A willingness to take responsibility and exercise leadership for the school as a whole
- Expertise in at least one subject, with a preference for two or more
- Ability to work cooperatively and collaboratively with the school community
- Demonstrate effectiveness in teaching
- Productive use of technology

Although VRHS #4 teachers will have additional qualifications, the minimum criteria for consideration include the following:

- B.A
- Passed CBEST
- Fully credentialed (from the CCTC)
- NCLB Highly Qualified

Exceptions to the aforementioned qualifications may be made by the Executive Director/ Principal for hiring staff in special areas.

Rigorous Teacher Selection Process - VRHS #4 will utilize numerous strategies for recruitment. In addition to active postings and advertising with local media and education job organizations like EdJoin, Teach for America Alumni, New Teacher Center and CalJOBS, VRHS #4 will continue to work closely with local university partners such as CSUN and Pepperdine as well as participate in local, regional and statewide job fairs. All job postings will be found on the VRHS #4 website. (Applications will be submitted electronically through the VRHS #4 website.)

Ad-hoc hiring committees that may include parents, community members, and employees will be formed to review teacher and staff applications and conduct interviews. Applicants will electronically submit applications along with descriptions detailing the applicant's work history, credentials, educational philosophy, etc. Initially, the applications will be screened by the committee, and interviews with potential candidates will then take place. In advance of interviews, applicants will be provided with a packet of information which would include copies of all relevant school documents containing the

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school's guiding principles/mission statement, along with any description of VRHS #4's unique program. The packet will also include a copy of this Public School Choice application and all relevant attachments, and a copy of the charter petition and relevant attachments. Part of the application and subsequent interview process will require applicants to comment on and respond to questions directly related to the unique mission of VRHS #4 and specifically how the teacher/staff position will achieve the School's goals. As is the practice at GHCHS, following an interview, select VRHS #4 candidates will be asked to demonstrate a teaching lesson in a classroom setting. Applicants will then be ranked by the committee with a recommendation to hire made to the Executive Director/Principal. In turn, after verifying professional references and other application requirements, the Executive Director/Principal will make an employment offer to the top candidate(s).

Background and TB Clearance - All new hires will be required to complete Livescan fingerprinting and successfully clear both a Department of Justice and Federal Bureau of Investigations background check and meet California State Law requirements for all public school employees to be tested and cleared for Tuberculosis prior to hire. Teachers will meet specific qualifications for employment as outlined in their job description [See Appendix 38g]

The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, statutes as Vietnam-era veteran or special disabled veteran, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation.

c. Autonomy: How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.

Key elements of the operational model of VRHS #4 that support a **student centered culture** and the **staffing model** will include the following:

- Longer school year with up to 190 instructional days – 8600+ minutes more than state requirement (see proposed 2011-12 Calendar & Bell Schedules as Appendix 28)
- Longer school day at 410 instructional minutes per day.
- Additional professional development - 16 professional development Tuesdays (for 2 hours) and
- Seven (7) Pupil Free Days before and during the year for staff training and development
- Morning staff collaboration for 20 minutes every school day
- Lower class size average at 25 to 1
- Advisory/Enrichment Seminar every day for students during school day with same instructor for 4-years
- 7-period day creates space during school day for built-in intervention and enrichment course work (in addition to after school intervention and enrichment)
- Augmented support staff – counselors, deans, nurse, social worker, athletic/activities advisors – to ensure students emotional, social and physical needs are addressed
- Increased compensation opportunities and employment status through the Teacher Effectiveness Task Force (TEFT) model - LAUSD's Final Report (dated April 13, 2010) based salary structure with differential pay for highly effective teachers (see beginning Salary Schedule)

Staff autonomy will allow administrators and the Leadership Team to meet with stakeholders, discuss/modify the model for teacher effectiveness that meets the unique needs of the school, and systematically document steps to reflect and monitor progress.

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- **Evaluation:** Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

Evaluation Process Alignment with VRHS#4 Mission and Instructional Program - Using the California Standards for Teacher Practice, ("CSTP") as noted below, VRHS#4 will develop a teacher observation and evaluation process by the end of year 1 that emphasizes student achievement, teacher practice, student family perception and input, and the teacher's contribution to the greater school. The four components will be weighted based on agreements between VRHS #4 administrators and the Leadership Team of the school. Evidence will be gathered through standardized test scores, observation, surveys, and artifacts. Teacher effectiveness will be measured over time.

Consistent with the recommendations of the "TETF," LAUSD's Teacher Effectiveness Task Force Final Report (dated April 13, 2010), VRHS#4 will use this framework of evaluation with resulting differentiated compensation opportunities. Initially, VRHS#4 will maintain a competitive base salary schedule consistent with similar environments. This schedule shall serve as the base salary for teachers and will take common factors such as years of experience and degrees/certificates held into consideration (see Attachment "[FILL IN]"). In addition, VRHS#4 will provide employer paid medical, dental, and vision benefits to all full-time employees and contributions to CalSTRS or CalPERS retirement agencies.

Teachers will be assessed on the following six CSTP domains:

A rubric is used to evaluate the teacher in six domains.	
Domain 1	Planning and Preparation
Domain 2	Classroom Learning Environment
Domain 3	Instruction
Domain 4	Assessment and Data Driven Instruction
Domain 5	Professional Responsibilities
Domain 6	Partnerships, Family and Community

[See Appendix 27 - Final Teacher Evaluation Form]

VRHS #4 will implement an aligned, transparent evaluation system to identify and reward highly effective teachers, and to guide the development or exit of those who have not reached highly-effective status. All promotions, pay, feedback and professional development are aligned to this teacher evaluation system that places highest priority on student outcomes.

We envision the following process: A pre-observation conference during which the teacher will present the lesson plan to the observer. The observer listens to the teacher's presentation and collects evidence of indicators listed in Domains 1 and 4 on the rubric. The observer observes the lesson using focused-scripting and Marzano's Observation Protocol, to gather evidence in Domains 2 and 3. Following the lesson, the teacher assesses student work and completes a reflection in which he/she analyzes the strengths and challenges of the lesson. Student learning demonstrated through assessments and the teacher's reflection are brought in as evidence in Domains 4 and 5. Shortly after, the observer and teacher meet for the post-observation conference, where they discuss the ratings for all domains and the next steps for the teacher's professional growth.

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The evaluation system will be linked to a career path that provides financial rewards and differentiated opportunities to teachers who show high levels of effectiveness. The traditional step-and-column pay scale will be replaced with a new performance-based regime that: 1) provides increases in salary for teachers whose students consistently improve; 2) creates incentives for excellent teachers to work with the highest-need students; and 3) creates compelling options for the most effective teachers to stay in the classroom rather than leaving for administrative roles. Beginning teachers will have up to five years to prove their effectiveness while experienced teachers will have less time. A clear and fair warning process will ensure that teachers are given ample support and opportunity to demonstrate high levels of effectiveness.

Administrators and teachers will receive intensive training to develop skills for conducting fair and objective lesson observations based on a rubric. Mentor teachers and administrators will receive professional development in understanding inter-rater reliability, constructing effective feedback, analyzing data on teacher practice for trends and patterns, collecting data to convene collegial conversation, and connecting teacher practice to student achievement (Marzano, 2010). VRHS #4 staff understands that effective teacher support and supervision is essential to retention and improved practice.

VRHS #4 administrators and teachers will engage in candid conversations and open communication that will create a culture of trust and accountability. In addition to the evaluation tool, teachers will be thoughtful and analytic about their work, and monitor their own teaching. Danielson (2010) rightfully suggests that by “shifting the focus of evaluation from “inspection” to “collaborative reflection” educators can ensure the maximum benefit from the evaluation activities.” Like at GHCHS, VRHS #4 will strengthen professional development through a system of accountability that is systemic, introspective, and reflective.

VRHS #4 will provide rigorous support mechanisms for teachers to improve teacher preparation, test preparation for authorization requirements, instructional support, and professional development. Following satisfactory completion of a probationary period of two (2) to four (4) years, VRHS#4 will provide procedural rights regarding personnel actions, but will not default to Education Code/tenure rights.

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FINANCES

The Finances section should provide an overview of the projected budget for the proposed school, including additional resources that may be needed. Note that all internal applicant teams will receive funding via the District's Transparent Budgeting process, which is based on student ADA, while independent charter schools will receive funding via the charter funding formulas. Please reference Appendix F for a brief overview of Transparent Budgeting.

13. Finances (3 pages)

f. Financial Sustainability: Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

As evidenced throughout this application, VRHS #4 is modeled after GHCHS in multiple areas including strong fiscal health. GHCHS has extensive experience in maintaining a fiscally solvent operation, has generated a reserve equal to nearly 30% of its operating budget (more than twice the average for high school districts in the state), and recently received a Standard & Poor's Triple A (AAA) credit rating for its independent Quality Zone Construction Bond award of \$5 million. In addition, GHCHS has received the strongest annual independent audit reports without material findings as well as the top score of "Advanced" on its annual review by the LAUSD Charter Fiscal team. Consequently, VRHS #4's projected budget, cash flows, and multi-year fiscal projections are built upon the successful expertise and budgeting practices used at GHCHS. VRHS #4 will also implement the same, tight fiscal internal controls as outlined in the GHCHS Fiscal Policies Handbook. While VRHS #4 is significantly smaller (budget, enrollment, staffing) than GHCHS, VRHS #4 will benefit by associating with GHCHS for "back-office" business services along with instructional and operational support, thus creating a fiscally solvent operation with its projected surpluses growing annually.

Except as noted in the following section, VRHS #4 will sustain its vision, mission and goals initially by relying on current funding available for charter schools. Key factors that will enable VRHS #4 (in cooperation with GHCHS) to operate effectively on public funding are: a) 95% average daily student attendance rate, b) sustained student enrollment due to high demand for a quality public education, c) effective management of non-classroom personnel, and d) efficient systems and operating in an existing district property. The District will provide funding in lieu of property taxes and the special education funding allocation using the required schedule based upon the existing funding rate and projected student average daily attendance for the year as outlined in the Charter Schools Act. Except for local resources (cafeteria sales, interest income), the remaining funding will be allocated from the State in these areas based on student average daily attendance and/or student eligibility:

- principal apportionment (charter block grant),
- categorical (categorical block grant, consolidated application, tier III funding),
- general (lottery).

VRHS #4, like GHCHS, will receive the most up-to-date information and necessary support from membership organizations such as the California Charter Schools Association (CCSA), Charter School Development Center (CSDC), Schools Services and the California Association of School Business Officers (CASBO).

The projected budget and for the first five years is presented elsewhere in the application, along with anticipated staffing and student enrollment. This budget plan reflects the vision of the School to provide lower class sizes and more extensive pupil and instructional staff support.

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- a. Additional Funding:** To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

VRHS #4 will be eligible for (and will apply for) the Public Charter Schools Grant Program for a planning and implementation grant. This grant will provide initial funding to hire an Executive Director/Principal who will supervise the hiring/placement of school staff and begin the purchase of instructional and support materials not provided by LAUSD for the opening of the school. We expect that the planning and implementation phases of VRHS #4 to begin immediately following LAUSD Board action in late February 2011. Since the initial funding may not be available for several months after the application is submitted, VRHS #4 will receive a \$650,000 start up loan from GHCHS. This loan also will be used to cover operating expenses during the opening of the School until a consistent stream of funding is received from State and local sources. If necessary, GHCHS also will avail VRHS#4 a line of credit of up to \$500,000 for use in months when the ongoing deferral of State funds does not provide enough cash to meet the current month's expenses.

While the financial model for VRHS #4 is designed to be self-sustaining on public funds after the initial start-up costs have been funded, VRHS #4 will be committed to a diversified fund raising strategy (utilizing the services of the GHCHS Development Director) through community partners and other corporate and foundation donors. VRHS #4 will rely on community partnerships with the universities, banks, and other regional and neighborhood businesses to support the instructional program through the efforts of the GHCHS Director of Development and Leadership at both GHCHS and VRHS#4. Community partnerships will provide additional career opportunities for students through internships, mentoring and local relationships with business leaders, while demonstrating to the students and the community as a whole how to integrate education and business objectives. For a complete list of GHCHS and confirmed VRHS#4 community and business partnerships, please see the Community Partnerships section in this application.

Any funding received at the School beyond the regular charter school funding will be used to enhance the educational program under the directive of the School and Board leadership.

For Traditional, ESBMM, Pilot and Network Partner Schools Only

- a. Autonomy:** Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

(NOT APPLICABLE)

- a. Budget Development:** Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

The budget for the initial year will be developed by staff at GHCHS to meet the needs of the initial instructional and operational plan at VRHS #4. The knowledge and experience of the instructional and administrative leaders, as well as the current GHCHS Governing Board, will be used to insure that the initial budget plan will support the instructional and operational goals of Charter School program. In succeeding years, a budget review committee will be formed each January at VRHS #4 as an advisory committee to the VRHS#4 Board to receive the initial projection of the following year's state and school budget and guide the final budget submission to the VRHS #4's Board for approval by June 30. Modeled after the successful budget development process at GHCHS, additional steps in the budget development process will be scheduled according to the following plan:

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- January – review staffing and enrollment projections for the school and state funding expectations for the coming year;
- February and March – instructional department leaders develop departmental spending plans and operational leaders develop spending plans for non-instructional areas;
- April – initial budget presentation to the Budget Review Committee and the VRHS#4 for review and comments;
- May – further internal review of budget based on changes in state expectations in the Governor’s May revision.
- June – final adoption of the budget by the VRHS#4 and submission to the authorizer.

The VRHS #4 budget review committee will be composed of instructional department, student, and parent representatives to insure that the projected funding will support the expenditure plan necessary to achieve the School’s objectives for the coming years. Additional review and support will be provided by financial, administrative, and instructional leaders at GHCHS to insure that the budget will be consistent with the long range instructional and financial goals of the new school and the organization.

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IMPLEMENTATION

14. Implementation (2 pages + attachments)

- a. **Implementation Plan: What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.**

VRHS #4 will open with approximately 900 students in August 2011 as a 9th – 11th grade comprehensive high school. After LAUSD approval in February 2011, the GHCHS-VRHS #4 team, guided by the GHCHS-VRHS #4 PSC Proposal and VRHS #4 Charter, will begin the process of opening the new school. During March and April and going forward administration will develop a Master Calendar for school operations and activities and file an Application for Candidacy with fee to the International Baccalaureate Organization to begin the IB Diploma Programme authorization process.

Spring 2011 activities will include communicating with parents about enrollment and school expectations, developing the Master Schedule and school budget based on enrollment, and articulating with schools with matriculating students. The GHCHS Governing Board will oversee the establishment of the VRHS #4 Governing Board with appropriate procedures for candidate selection or election. **GHCHS will ensure that the VRHS #4 Board receives necessary training to carry out its legal, fiduciary and educational duties. In March/April the Board will establish stakeholder teams to staff all key administrative, classified and certificated positions. See Section 12 Staff for specific positions.** Employees involved with operations such as plant, technology, food services, classified support, administration, and others will work with LAUSD and GHCHS to develop schedules to ready the school for parents and students. Prior to the August opening of the school, all employees will receive a Staff Handbook jointly developed by GHCHS and VRHS #4 administrations. All staff will also be in-serviced on the professional responsibilities outlined in the handbook and will be required to complete online training on mandated topics such as child abuse and sexual harassment.

Teachers will be hired with the expectation that they will begin professional development activities in June 2011 with interdisciplinary teams meeting to develop curriculum, interdisciplinary units, and assessments for at least the first 5 weeks of the fall semester. Administration and the teaching staff will select and order instructional materials (textbooks, musical instruments, art materials, science lab equipment, computers, etc.), train on school technology systems, and design activities that will contribute to the school culture including the Summer Transition Academy. Summer 2011 STA staff will include both VRHS #4 and experienced GHCHS teachers to facilitate an effective program. Counselors and other intervention/support staff will develop the Enrichment Seminar and the Special Education Coordinator along with the Academic Programs Coordinator will design the digital check list document that highlights the critical “trigger areas” for students in crisis. All staff will be trained in August in the use of the document and in implementation.

During June 2011 VRHS #4 administrators and the athletics director will articulate with LAUSD athletics to establish an interscholastic athletics program. VRHS #4 will hire fall/spring coaches, establish eligibility, hold tryouts, and conduct student/parent team informational meetings. The library media teacher will begin the purchasing and implementation of books and electronic resources for the school library. The Parent Liaison will work with administration to establish parent orientation and outreach activities.

The Special Education Coordinator will utilize the Student Assessment Plan to schedule STA English Writing Test and math assessment, mandated test dates and articulate with the CDE AAU for training

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and materials. Once matriculating students have enrolled the Coordinator will identify 11th graders who have not passed the CAHSEE to ensure that they retake the one or both portions of the exam during CDE-scheduled dates. EL students will be identified and scheduled for the September CELDT.

As counselors and special education staff receive cumulative records from feeder schools they will identify students with IEPs and 504 Plans. Special Needs students will be programmed for support and be assigned a case carrier. The 504 Plan Coordinator will work with the counselors to identify students who have or may need a 504. Selected students will be evaluated by the Student Study Team when it is able to be put in place.

During the spring 2011 semester VRHS #4 will apply to the UCOP to offer A-G courses. This requires that VRHS #4 contact the College Board for a College Board code, begin the process to become accredited with the Western Association of Schools and Colleges, and complete and send the Survey for New Schools to UCOP. The VRHS #4 designee will submit an online application for each course containing a detailed course description, a course outline, key topics, assessments, textbooks and other pertinent information. **VRHS #4 will be able to seek WASC affiliation after its second semester of operation by submitting a Request for WASC Affiliation and an Initial Visit Description. WASC then sends an on-site visiting team and recommends accreditation status.**

The GHCHS Academic Programs Coordinator will implement the VRHS #4 IB Americas Diploma Programme application process beginning in April 2011. From the beginning of the Consideration Phase to authorization requires 30 months during which the school develops a strategic plan for implementation and its teachers are oriented, trained and do collaborative planning. The school will work with an IB consultant during Candidate Year 1 and have the authorization visit in Candidate Year 2.

Students who enter VRHS #4 as freshmen will be poised to take IB courses and participate in the IB Diploma Programme upon approval. Students who enter as sophomores may be able to access an IB Certificate class. Students as juniors in the fall of 2011 will not be eligible for an IB Programme diploma.

The Academic Programs Coordinator will implement curricular-based and community-based A¹S²C³ activities in fall 2011. In 9th and 10th grade students will have access to the culturally relevant integrated standards-based, skill-driven core curriculum that includes applied technology, career technical education themes, and career-based learning opportunities leading to their selection of a VRHS #4 interest-based community (IBC). For entering juniors the IBC process will be modified. Parents and students of 11th graders will work with the student's counselor to ensure that the student is on track for completion of A-G course requirements based on the student's transcript and cumulative record. The counselor will make a recommendation as to which A¹S²C³ community will best fit the student. The student's interest in A¹S²C³ college majors and careers will also be considered. The counselor will work with the student and parent to make a decision. IBC activities and partnership opportunities will support the student's academic experience.

The above and other key activities will be put in place to open VRHS #4. GHCHS will be guided by the California Education Code, the LAUSD, the California Charter School Association, and other entities such as ExEd to ensure that VRHS #4 opens with a research-based college and career-ready curriculum and instructional plan, a strategic operational plan, and the necessary financial and human capacity to ensure an excellent academic and social environment for our students and parents.

GHCHS STANDARD APPLICATION FOR VRHS #4

In its first year of operation VRHS #4 will conduct all activities outlined in its charter and the PSC Proposal (and as defined in APPENDIX G) and commensurate with the vision and goals outlined in each key document. **The VRHS #4 Governing Board will oversee the implementation plan, and, in particular, the establishment of school governance committees and selection/election procedures for stakeholders.** The Board will also ensure that all committee meetings are calendared and open to the public. A Leadership Team comprised of key instructional personnel will also be established to guide curricular, instructional, and professional development decision making, and to establish a culture of inquiry learning and assessment. Category 1 IB teacher training in curriculum and procedures will begin. IB Diploma Programme Application for Authorization for Year 2 Candidacy will be filed in April 2012.

Satisfaction surveys will be conducted during and at the end of the first year. VRHS #4 will apply for WASC Initial Certification in spring 2012. The Executive Director and the VRHS #4 Governing Board will conduct all necessary legal and fiduciary procedures including audits and reviews.

Full implementation will occur in the second year. Besides continued implementation of established first-year procedures, VRHS #4 will hire additional staff in the second year to meet the needs of a 9th – 12th grade student population and curriculum. Curriculum associated with the A¹S²C³ community pathways will be developed further with additional career-based opportunities and continued IB teacher training. 12th graders will complete and present their Performance-Based Portfolios and receive full college and career support. Operational capacity, school goals and student achievement will guide activities in the third through fifth years. VRHS #4 will manifest a safe and supportive culture focused on student achievement and will be a source of pride in the Granada Hills community. *[See APPENDIX G-Implementation Plan]*

GHCHS STANDARD APPLICATION FOR VRHS #4

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GHCHS SUPPLEMENTAL APPLICATION FOR VRHS

Supplemental Application

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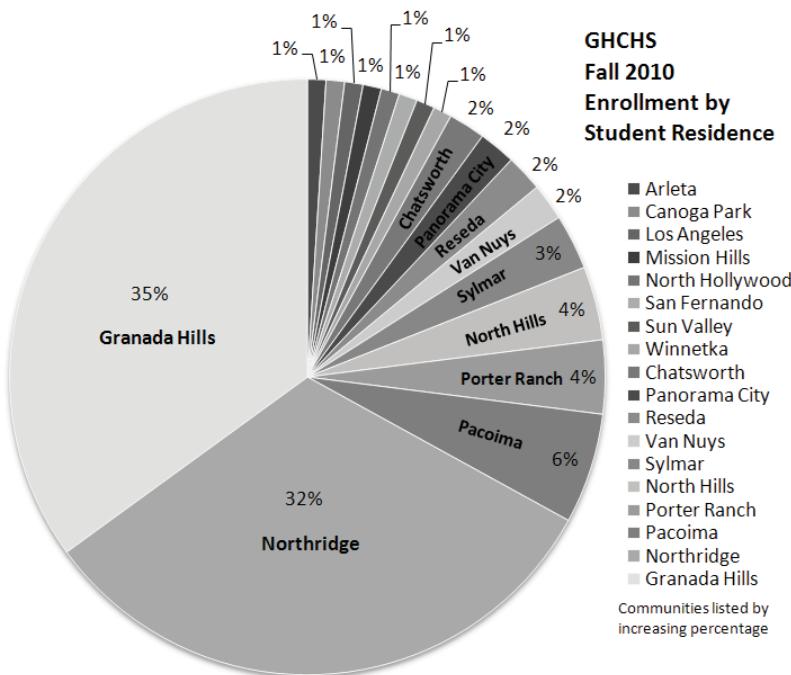
SUPPLEMENTAL APPLICATION

NETWORK PORTFOLIO AND PERFORMANCE

1. Portfolio of Schools (2 pages)

Please provide an overview of the schools/campuses within your portfolio. Please include the following:

- a. Number of school(s)/campus(es) and total number of students served;
- b. Cities or communities served;
- c. Grade levels served;
- d. Unique school themes or models in your organization
- e. Type of schools in your portfolio (e.g., Charter, Network Partner, etc.)



Granada Hills Charter High School is a single comprehensive 9th – 12th grade independent charter high school serving approximately 4150 students. It serves students and families living within the LAUSD-prescribed school boundaries in the communities of Granada Hills and Northridge. In addition, through LAUSD permits (Magnet, SAS, PWT and CAP) it serves many students coming from the northeast San Fernando Valley (primarily Sylmar, North Hills, and Pacoima), communities adjacent to Granada Hills, and students in central Los Angeles communities. Although LAUSD Magnet Program students come

from all over the San Fernando Valley and Los Angeles, a significant portion of students matriculate from the Monroe, Kennedy and Polytechnic high school areas of residence. Overall, the GHCHS student population represents 41 zip codes.

As a comprehensive high school GHCHS serves all students with a UC/CSU A-G curriculum that initially places students in a College Prep for All learning environment. Students can then choose to specialize their learning experience by selecting from several unique themed career/interest-based programs. Formerly an LAUSD Math, Science and Technology Magnet, the **Science, Technology, Engineering & Mathematics (STEM) program** serves 450 students. This program includes 10th through 12th grade students who were in the Magnet until the 09-10 school year, and current 9th – 12th graders who chose this program for its science and mathematics curriculum and program connected to California State University Northridge. STEM program students are clustered into a unique collaborative community of math, science and English teachers committed to providing students with the foundational skills in mathematics, biology, chemistry and physics for success in higher level math and science coursework. Exposure to future careers, internships and research opportunities are embedded into the program.

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Another 21st century career focused program of choice on the GHCHS campus is **Humanitas, an interdisciplinary Humanities program now fully integrated into the New Media Academy (NMA)**. This program teaches digital media skills applied to interdisciplinary student projects and presentations that highlight topics such as The American Dream unit in 11th grade combining American Literature, U.S. History and American Images. In Humanitas/New Media, the teachers encourage extensive class discussion, oral and written responses to the reading as well as group presentations in a supportive and nurturing environment. Humanitas promotes student inquiry through project-based assessments that draw on content area knowledge from English, Social Studies, Science and Visual Arts. **This program is designed for the student who enjoys challenging work and desires to collaborate with other students**

in investigative and research teams, and readily engages in group and class discussions. Humanitas/New Media graduates are college and 21st century career ready.

Career Technical Education Courses—CTE

Introduction to Career Tech Education

Arts, Media & Entertainment Industry

Broadcast/Video Production

Transportation Industry Courses

Auto Technician:

EEC: Electronic Engine Controls

BSS: Brakes, Steering and Suspension

Building Trades & Construction Industry

Construction Work 1, 2 and 3

Marketing, Sales and Service Industry

Entrepreneurship-Reprographics Business

Hospitality, Tourism & Recreation Industry

Food Services Occupations

Foods Nutrition: Chef Assistant

Culinary Arts: Catering

Another option for students is the **Global History of Ideas (GHI) program**, a 9th-11th grade interdisciplinary program revolving around an idea-driven curriculum. The English Language Arts course is comprised of texts that provide philosophical, literary, artistic and historical approaches to the influences that shape our world. In conjunction with the ELA course, students are enrolled in science and history classes that complement ideas learned in the GHI program. Course components will provide students a clear understanding of the importance of citizenship, democracy and governance in modern world societies. **This course of study is designed for college and career ready students interested in a challenging liberal studies program.**

GHCHS students may also choose from articulated **Career Technical Education programs in Broadcast/Video Production, Culinary Arts, Construction, Business, and Automotive Technology** leading to certification programs from the North Valley or West Valley occupational centers.

Students who enter GHCHS through the **School for Advanced Studies (SAS) permit** or who want an **advanced course of study** can select from the many **Advanced Placement courses** offered at the school. GHCHS is recognized as one of Newsweek's Top U.S. High Schools due to the number of AP courses offered and the high student pass rate. Students who are looking for a challenging curriculum are now poised to enter the **International Baccalaureate (IB) program** as GHCHS has recently been **approved as a candidate school for the Diploma Programme (DP)** indicating GHCHS is pursuing authorization as an IB World School. This underlines a commitment to high quality, challenging, international education that Granada Hills Charter High School believes is important for our students.

GHCHS now offers a **Virtual Academy that has taken the place of a traditional continuation school**. Students may be recommended to or choose to attend this alternative online-with-teacher-support program.

2. Portfolio Growth (2 pages)

a. Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally (years, number and type of schools, target cities, etc.)

As a single site charter school and organization, other than this application to create, oversee and support VRHS #4 as an independent charter school, GHCHS does not have plans to create or support additional charter schools over the next five years. GHCHS has been engaged internally and with the larger community for over a year on its application for VRHS #4. GHCHS Board-level discussions and planning since the summer of 2009 demonstrate substantial commitment to creating, overseeing and supporting VRHS #4 as a new charter school in this community. We are applying for VRHS #4 because

- VRHS #4 as a grades 9-12 campus is **less than one mile from and in the same community**;
- The **approximate 2,500 students per year on the GHCHS wait list** confirm the need for another high quality public school;
- The larger **community strongly supports GHCHS and this application**; and
- We have **the proven track record and infrastructure** to create, oversee and support this high quality charter school.

b. Provide evidence of your organization's capacity to manage multiple schools/campuses. For organizations that have not managed schools before, please provide evidence of your capacity to manage a school.

The GHCHS application to establish the VRHS #4 charter school differs from your typical charter management organization application in that VRHS #4 will be an independent charter school operated as a nonprofit public benefit corporation. As such, VRHS #4 will have its own Board, Executive Director/Principal, Administrators, teachers and classified staff. The primary source of management will actually occur through VRHS #4 administration at the VRHS #4 school site. GHCHS's role, after approval by LAUSD of the VRHS #4 charter, will primarily be to assist in the establishment of the VRHS #4 management structure (consistent with the VRHS #4 charter and this application), provide instructional, operational, and "back office" business services support as negotiated between the two parties, and to oversee VRHS #4 and hold it accountable for fully implementing the charter's educational program and operational design. The impact on GHCHS will be minimal compared to that which it would assume if it were to hold and operate the charter itself. With that said, and as further outlined below, GHCHS has the past experience and track record of success in operating the largest charter school in the nation which provides ample evidence of its ability to effectively manage and oversee VRHS #4 as outlined in this application.

Since our inception as a charter school in 2003 and consistent with our belief that leadership be distributed and decision making shared, GHCHS has purposefully sought to grow and develop future leaders from within the organization. Our charter status in 2003 brought increased responsibilities for many staff as GHCHS became responsible for all instructional, operational and business tasks that previously had been performed by the LAUSD Central and/or Local District staffs. This expansion of leadership roles and responsibilities within GHCHS provides the GHCHS team with the required experience and skill set to support and guide VRHS #4 as well as to manage their respective job duties and responsibilities at a large independent charter school such as GHCHS.

At GHCHS we have created structures and provided necessary training to create augmented leadership duties and responsibilities required of an independent charter school with over 4,100 students and over 300 employees. Based on this augmented leadership team structure and training, GHCHS is well

GHCHS SUPPLEMENTAL APPLICATION FOR VRHS

prepared and positioned to provide the necessary support to VRHS #4 so that GHCHS's successful policies and programs may be replicated at VRHS #4.

GHCHS Leadership Team and Capacity

Administrative Team - GHCHS has expanded the number of administrative positions from six (6) to eight (8) since 2003 with all administrative officers operating on a year-round work calendar.

- Executive Director, Brian Bauer
- Chief Business Officer, Walter Wallace
- Six Administrative Directors of Counseling and Operations, Julia Howelman; Special Education and Athletics, Chris Davis; Accountability and Technology, Patricia Givant; Intervention and Activities, Connie Dunn; Attendance and Discipline, Joan Lewis; Instruction and Professional Development, Dilmit Singh.

For more information about the extensive careers and experiences of the GHCHS administrative team, please see their job description and resume as *Appendix 14*.

Out of Classroom Certificated Support Staff - Seven (7) full-time certificated teacher support staff coordinators in Special Education, Academic Programs, English Learners, Section 504/SST, Intervention, Assessment, and Athletics/Activities work extended day/year schedules and report to an Administrative Director.

Teacher Instructional Leaders - Department chairs in all departments, co- chairs in five (5) departments, and course leaders in all academic departments have created teams of instructional leaders that work extended day/year schedules.

Classified Management – From traditional district leadership positions seven (7) classified managers and seven (7) assistant managers serve as supervisors in their respective areas:

- | | |
|---------------------------------|-------------------------|
| • Human Resources Manager | • Cafeteria Manager |
| • Security/Events Manager | • Student Store Manager |
| • Student Data Services Manager | • Plant Manager |
| • Network Manager | |

GHCHS possesses the necessary infrastructure to operate its respective programs with GHCHS staff members and has the economies of scale and effective capacity to assist and oversee the operation of VRHS #4. This same GHCHS team that has created a sense of “ownership” on our campus will provide, following VRHS #4 Board approval, the following **support services to VRHS #4**:

Instructional Program - The administrative team, along with certificated support staff and department leaders possess the necessary skills to provide instructional program support in content, pedagogy, student intervention and enrichment, professional development, data analysis, master schedule design, counseling services, among other areas.

Human Resources and Payroll - The **GHCHS HR Manager** handles all aspects of human resource management including credentialing, new employee processing, payroll, and benefits.

Compliance and Reporting – The GHCHS team has extensive training and experience in all aspects of public school compliance reporting including attendance, CALPADS (the GHCHS Student Data Systems Manager sits on the state CALPADS task force), meal program, Consolidated Application, SARC and other reporting requirements. GHCHS has received the highest WASC accreditation rating (6 years without a review).

Technology – The GHCHS team has extensive experience overseeing the implementation of effective technology plans as well as effective information management and has successfully installed more than \$6 million in technology upgrades, supervised the migration to and maintenance of multiple servers on

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the school site, successfully installed campus wide wireless network, laptop stations and SmartBoards. They also design and manage the state of the art GHCHS website.

Business Services – The Business Office team has a deep understanding of all aspects of school finance and business services and handle all business services internally. The GHCHS business office staff, CBO, Accounting Associate, Student Store Manager and staff, work closely with all departments and offices of the school as well as the Executive Director and GHCHS Board of Directors to ensure fiscal oversight and viability. Our recently hired **Development Director** has a wealth of experience in non-profit fundraising and will work closely with our community and alumni, oversee various fundraising and capital campaigns, and cultivate corporate sponsorships and philanthropic giving to GHCHS.

Facilities and Construction - The GHCHS Facilities team has the capacity to manage small and large projects as well as provide on-going preventative and routine maintenance support. Since the charter's inception in 2003, GHCHS has invested over **\$11 million in campus enhancements** and directly overseen all of those projects from start to finish. The Facilities team consists of licensed experts in school construction who have an understanding of LAUSD, City of Los Angeles, and DSA construction and building codes.

Maintenance and Operations - General maintenance has been effectively overseen by the GHCHS Plant Manager and staff since the charter inception in 2003. The GHCHS campus is clean and safe.

Cafeteria - Food services are effectively overseen by the GHCHS Cafeteria Manager and team that possess both public and private sector food service experience and are well versed in state and federal program requirements. The GHCHS team successfully serves almost 3000 meals per day, has provided contracted food services to local schools and implemented in 2003 a cashless system for all students where their School ID card serves as a debit card, a confidential indicator of their Free/Reduced meal status and provides parents with controls over and a summary of what is purchased.

3. Performance Data (2 pages)

a. Provide evidence of the organization's successful management of academic and non-academic operations of schools/campuses in your portfolio (e.g., professional development, back-office support, facilities maintenance). Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts. Include comparative local district data where available. For organizations that have not operated or managed a school before, but have run programs at schools, please speak to the impact of your programs on student achievement.

As a charter conversion, GHCHS has raised student achievement to the extent that it is now the most successful comprehensive public high school in Los Angeles as evidenced by its **874 API**. Since the inception of the API in 2001, Granada Hills Charter has improved its API 135 points. Since becoming an independent charter school in 2003, the school has seen an impressive 113-point move upward. The consistent rise in the school's API is attributable to a motivated student body, strong teaching staff and instructional programs, an increased

Top Los Angeles/Ventura County Comprehensive High Schools	2010 API Growth	2009 to 2010 Growth
Palos Verdes Peninsula	891	+6
Westlake	879	+30
Granada Hills Charter	874	+31
Newbury Park	855	+5
Agoura	854	+12
West Ranch	854	+18
Palos Verdes	848	-17
Calabasas	848	-2
Thousand Oaks	841	+17
Valencia	839	+6
Malibu	834	+15
Hart	816	+12
Saugus	814	0
Moorpark	811	+4
Simi Valley	794	0
Royal	777	-7

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focus on curricular alignment, smaller class size, required intervention for struggling students, and the overall resources and flexibility that come with the school's charter status to help meet the needs of all students, especially those who historically have underperformed.

In the last seven years as a charter school GHCHS has been able to implement the necessary services and infrastructure to support a culture of academic achievement. A well-managed school budget and planning have allowed for \$6 million in technology upgrades with a state-of-the-art non-LAUSD campus wide fiber and wireless network and website, and a 3:1 computer ratio, and more than \$11 million in facility upgrades including necessary repairs not completed through LAUSD as scheduled. A AAA credit rating, the strongest audit reports, and nearly \$10 million in reserves with salaries up to 25% higher than LAUSD, the addition of 7 classified managers and over \$200,000 annually invested in professional development that still allows for an extensive intervention program, a Virtual Academy, new textbooks, a class size of 30:1, and achievement gains in every subgroup shows that GHCHS is both efficient and effective as a charter school.

GHCHS students in every subgroup raised their achievement in 2010 generating the highest API in the school's history and outperforming all other comprehensive high schools in Los Angeles and many top

Subgroup	2010 API	+ 2009
Asian	925	+27
Hispanic or Latino	828	+29
White	887	+27
Two or More Races	906	+25
Socioeconomically Disadvantaged	839	+55
English Learners	791	+52
Students with Disabilities	648	+62

high schools in the school districts that surround us. All but two of the subgroups now exceed the state's API threshold of over 800. **The Students with Disabilities subgroup had the largest gains with a stunning 62-point increase.** The next group with the greatest increase was Socioeconomically Disadvantaged students with a 55-point gain. **English Learners made a 52-point jump to also show tremendous improvement.** Other subgroups with impressive gains were the ethnic groups which each improved between 25 and 29 points. The Hispanic student group had a 29-point jump; Asian and White students each had a 27-point gain. The API for the Asian

and Two or More Races subgroups are now each over 900. This year the African American and Filipino subgroups did not receive scores as the number of students in those subgroups was not numerically significant by CDE standards but their 2009 API scores (786, an increase of 41 points, and 858, an increase of 25 points, respectively) indicate significant continuous improvement. **All 30 of the federal Adequate Yearly Progress (AYP) markers were met.**

Over the last 5 years, GHCHS student proficiency in English Language Arts and Mathematics as measured by the California Standards Tests has improved school wide and in all subgroups. 77.7% of students are now proficient or advanced in ELA, and 48.8% of students are proficient or advanced in mathematics, an increase of 14.7 and 15.8 percentage points, respectively. Comparative Local District 1 data in English Language Arts and Mathematics CST proficiency shows that students at LAUSD schools feeding into VRHS #4 do not perform at the same levels in ELA and mathematics as students at GHCHS are able to achieve. Local District 1 CST proficiency subgroup data indicates that GHCHS programs are supporting greater achievement for Socioeconomically Disadvantaged students, English Learners, Students With Disabilities and all ethnic groups. **Over 5 years of data, Cleveland, Kennedy and Monroe have still not reached the ELA proficiency level that GHCHS students achieved 5 years ago.** In 2005-2006 GHCHS's African American students were at 49.8% proficient/advanced in ELA; in 2009-2010, Cleveland, Kennedy and Monroe students are at 47.1%, 35.2%, and 26.6%, respectively. In fact, this is true of ELA CST data for all subgroups for all schools – none is achieving above the GHCHS 2005-2006 proficiency rate.

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Although the comparative mathematics CST data is not so dramatic, the 5-year change in scores shows that while GHCHS African-American students grew by 10.8% points, Cleveland, Kennedy and Monroe grew at 2.6%, 7.4% and 1.8%, respectively. The GHCHS 5-year change is , however, dramatically higher than all schools in both subjects ranging from improvement between 9.5% to 21.8% points in all subgroups. The Local District 1 schools, in 5 years of data, show improvement in the range of -2.7% to 12.9% in both subjects.

Although GHCHS student results have continued to progress, GHCHS uses data analysis procedures to drill down as to which programs and practices positively or negatively affect achievement. In the 2006-2007 school year mathematics proficiency declined school wide and in every subgroup. This decline was cause for action resulting in changes in

2009-10	ELA	1-YEAR CHANGE	MATH	1-YEAR CHANGE
GHCHS	77.7%	3.4	48.8%	11.9
Cleveland	50.6%	1.6	40.9%	2.8
Kennedy	40.8%	0.2	19.3%	-3.6
Monroe	31.8%	3.2	17.9%	-0.8

the math course sequence, a methods analysis by teacher, and a focus on Algebra 1. Mathematics department professional development changed from department wide to focus groups in each course area so that now teachers use the same textbook, follow a periodic assessment plan, utilize technology in their classrooms, and intervene through the Skills for Success program and use of Revolution Math. In 2006-07 English Learners showed a 2.5% point drop in ELA proficiency on the CST with only a .9% point increase the following year, another cause for alarm. The school changed from sheltered classes for EL students to mainstreaming them into regular content area classes where they received targeted support from EL aides and general education teachers trained in SDAIE strategies. The following year their ELA proficiency on the CST increased by 5.4% points and has continued to increase. In 09-10 EL ELA results improved by 5.7% points and their API went up 52 points. The management of personnel, professional development changes, data-driven decisions and program evaluation speaks to a nimbleness and flexibility at GHCHS that allows for innovation and change.

In addition to meeting its API school-wide target, GHCHS's California High School Exit Exam (CAHSEE) results since the inception of the CAHSEE and since our charter conversion show that GHCHS is serving all students. **In 2010, on both the Math and English Language sections of the CAHSEE, 96% of 10th graders passed on their first attempt compared to 73% in LAUSD.** The most recent reported NCES data shows that 96.4% of GHCHS 12th graders graduated in the class of 2009 with 96.1% of total seniors meeting UC/CSU course requirements. LAUSD data shows that only 69.6% graduated with less than half (46.7%) meeting UC/CSU course requirements. Independent GHCHS data shows that 99% in the class of

CAHSEE Subject	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Math	58	30	63	84	94	92	94	94	94	96
ELA	78	57	86	88	95	93	92	93	94	96

2010 graduated and met UC/CSU requirements. GHCHS programs and policies clearly support

GHCHS's successful management of academic and non-academic operations and their support in educating students that come from all over Los Angeles to attend Granada Hills Charter High School.

- b. Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate.**

GHCHS school data and the 2006-2012 WASC recommendations and self-study goals guide the key areas of school improvement. In the last four years, GHCHS's Leadership Team and Board have focused on:

- 1. Developing a systemic intervention program for struggling students;**
- 2. Increasing curricular offerings to address the needs of under-achieving students;**
- 3. Expanding the repertoire and usage of instructional strategies in the classroom;**
- 4. Strengthening the culture of professional learning amongst adults; and,**
- 5. Improving campus climate and safety.**

Developing a systemic intervention program for struggling students and increasing curricular offerings to address the needs of under-achieving students: Based on teacher input and identified student needs, GHCHS developed an Intervention Office staffed by an intervention coordinator and teacher teams to address 9th grade student achievement issues. Outcomes include:

- Skills for Success program which teams students in Math, English and a support skills class. The teacher teams meet and review student data and content learning outcomes and provide content support in the skills class;
- A revised Summer Transition Academy which now includes a skills assessment, realignment of the math curriculum to an Algebra 1 online program – Revolution Prep - as a diagnostic for planning instruction, and an English program that orients students to a model of Socratic discussions;
- A change in the sequence of math classes – Based on expert math teacher input, class sequence for math was changed to Algebra 1, Algebra 2 and Geometry as teachers believed that a year of Geometry in between Algebra 1 and 2 created a disconnect for students in Algebra;
- Addition of an Independent Study program that allows students who find difficulty in assimilating in a large high school environment to complete high school on a one-on-one supported basis; and,
- An After Hours Activities (AHA) program that provides tutoring and an expanded class selection support in areas such as the music and arts.

Expanding the repertoire and usage of instructional strategies in the classroom and strengthening the culture of professional learning amongst adults: The continued design, implementation and assessment of common benchmarks and activities, including the use of common rubrics and assessments to provide access for all students to a challenging instructional program, helps teachers identify areas of differentiation and re-teaching. In Professional Learning Communities teachers have:

- Continued grade-level, content area, and interdisciplinary collaboration that supports all students;
- Increased collaboration and meeting time between the special education and general education teachers to identify instructional strategies that will improve the performance of special education students in mainstream classes;
- Increased special education students taking challenging classes such as physics, advanced math and world languages with instructional aides for support;
- Increased collaboration between teachers who teach English Language Learners;
- Ongoing sharing of instructional strategies that work for struggling students;
- Provided opportunities for cross-curricular collaboration;
- Increased project-based assessments to measure mastery of content and skills;
- Built in time for professional development every Tuesday morning; and

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- Advanced use of DataDirector ZOOM for data analysis.

Improving campus climate and safety: A united effort by all stakeholders has led to a safer, people centered –growth focused campus. As a result of collaboration and communication amongst students and adults, GHCHS has accomplished and continues to work on the following:

- ASB Student Council and the GHCHS Student Services Committee continue to work with students on campus cleanliness. New recycling and trash bins were added to the campus during the 2008-2009 school year;
- Rachel's Challenge Club was formed in 07-08 to address a positive school climate;
- Increased campus supervisors; 24-hour security aides and surveillance, a full-time school police officer, and drug-sniffing dogs used as part of routine campus visits;
- To support student responsibility and awareness *Keeping Up With Granada*, a student-created broadcast of school announcements and activities over our cable network has been implemented this year;
- School Leadership class students developed a student-of-the-month program;
- Addition of more student representatives to school standing committees; and
- Expanded student participation and input in test preparation activities and increasing motivation.

In the last two years these support offerings have yielded the following measurable results:

- Continued increase in the percentage of students in each grade level and in each subgroup who are proficient on the English Language Arts and Mathematics California Standards Tests;
- Students with Disabilities subgroup had the largest gains - 62 points - of any subgroup on the 2010 API. Students with Disabilities are passing the CAHSEE – in 2010 67% passed math on their first try and 65% passed ELA on their first try - and graduating with their class;
- 4-year derived dropout rate of 4.5% compared to 34.9% in LAUSD and 20.1% statewide; and, by 2009, GHCHS had achieved a 4-year adjusted dropout rate of 4.1% and a 1-year adjusted dropout rate of 1.0%. California Department of Education data shows that no Special Education or Limited English Proficient students dropped out in 2009, the most recent year of available data; and
- Increased number of students who have accessed online learning and completed credit recovery to reenter at grade level with peers.

In the last five years all GHCHS students have improved 14.7 percentage points in English Language Arts and 15.8 percentage points in Mathematics on their CST scores.

After 7 years of operation, GHCHS continues to be a high-achieving, academically and fiscally solid comprehensive high school. Our success is the result of a culture of data-driven decision making where the GHCHS Governing Board and Leadership Council routinely address areas of improvement based on input from student and staff data, our stakeholders and the community.

ORGANIZATIONAL CAPACITY

1. Organizational Responsibilities and Goals (4 pages)

a. Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years.

The GHCHS application to establish the VRHS #4 charter school differs from your typical charter management organization application in that VRHS #4 will be an independent charter school operated as a nonprofit public benefit corporation. As such, VRHS #4 will have its own Board, Executive Director/Principal, administrators, teachers and classified staff. The primary source of management will actually occur through VRHS #4 administrators at the VRHS #4 school site. GHCHS's role, after approval by LAUSD of the VRHS #4 charter, will primarily be to assist in the establishment of the VRHS #4 management structure (consistent with the VRHS #4 charter and this application), provide instructional, operational and "back office" business services as negotiated between the two parties, and to oversee VRHS #4 and hold it accountable for fully implementing the charter's educational program and operational design (as more fully described below). *See VRHS #4 Governance and Administrative Flow Charts in Appendices 23 and 24.*

b. Describe the organization's short- and long-term academic, financial and operational goals.

GHCHS has developed school goals commensurate with the goals of its Governing Board including academic, financial and operational goals. GHCHS's goals will be mirrored in the VRHS #4 charter petition to be developed by GHCHS consistent with this application.

GHCHS's broad overall goal is to support students to thrive academically and socially as evidenced by student achievement data. That goal is supported by continuing to maintain independent charter status, a positive school environment supportive of professional growth and responsibility, a prudent budget that responsibly and ethically supports school programs, and a safe and sound educational facility.

GHCHS is currently operating under its 2006-2012 WASC Action Plan which outlines measurable, time-sensitive student performance outcomes for all students as well as typically underachieving students, and speaks to a safe and positive school culture and climate. Key curricular goals related to Annual Measurable Objectives for student proficiency, highly qualified teachers, data-driven decision making, and the ethical use and equitable access of technology in a safe learning environment are also embedded in the Action Plan as well as the 2009-2012 School Technology Plan. All administrators and departments have developed SMART goals that are reassessed annually.

GHCHS's short term and long term financial goals speak to planning, procedures and controls that support fiscal solvency and the school's academic plan.

All school goals are measurable and evaluated annually through the school leadership team, stakeholder input, audits, reviews, and LAUSD oversight. The Governing Board is responsible for and monitors student achievement and all academic, financial and operational goals, and reassesses goals annually. The Board also monitors the school's short term and long terms campus maintenance plan goals. Goals are listed below. Further detail can be found in the referenced documents available online at <http://www.ghchs.com>.

GHCHS's academic, financial, and operational goals are further reflected in the following school Performance Metric that also serves as the evaluation tool used to assess the performance of the

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Executive Director\Principal – this same evaluation tool will be used to assess the performance of the VRHS #4 Executive Director\Principal:

1.	<u>Academic Achievement:</u> Each year, VRHS #4 and subgroups will meet annual API growth targets.
2.	<u>Academic Achievement:</u> Each year, VRHS #4 will increase the percentage of students performing at proficient /advanced levels on California Standards Tests.
3.	<u>Academic Achievement:</u> 90% of students will take and pass the CAHSEE exam (English and Math) in the 10 th grade.
4.	<u>Achievement Gap:</u> In English/language arts and mathematics, the proficiency/advanced rate of historically underperforming subgroups will exceed the statewide average (by year #4).
5.	<u>Graduation Rate:</u> 95% of the students enrolled as 9th graders graduate within four years.
6.	<u>College-Attendance:</u> 95% of the VRHS #4 graduates attend two- or four-year colleges.
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.
8.	<u>Instructional Quality:</u> 90% of classrooms consistently reflect rigorous standards-based instruction (as assessed by administration and Peer experts).
9.	<u>Attendance:</u> The average daily student attendance will be at least 95%.
10.	<u>Enrollment:</u> The average enrollment will be at least 95% of the budgeted number of students by Norm date.
11.	<u>Fiscal Health:</u> External audit reports will be strong, and by the end of year #3 a 10% reserve will be established.
11.	<u>Satisfaction:</u> 75% of stakeholders will rate the school, on average, at least 4.0 out of a 5.0 point scale on a satisfaction survey.
12.	<u>Parent Engagement:</u> 75% of parents will attend scheduled parent conferences <u>and</u> actively monitor student performance on the online access center.

Additional GHCHS short and long term financial goals that will be replicated at VRHS #4 include the following:

- Fiscal solvency by maintaining a balanced spending plan that performs within projected revenue while the school is growing to full capacity as measured by annual budget statements.
- Successful implementation of internal fiscal controls to minimize the materiality of any audit findings in the first three years as measured by financial audits.
- Sufficient level of financial awareness among governing board members to enable them to meet their fiduciary responsibilities as measured by Governing Board self-assessment.
- Sufficient level of budget planning and development among departmental instructional leaders to keep spending within forecasts as measured by department expenditures and outcomes.
- Integration of fiscal procedures for Associated Student Body funds with ASB advisor and student council as measured by audit reports.

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- Cash resources to meet regular monthly needs (with possible state cash deferrals) without an external line of credit as measured by cash flow statements.
- Ten percent reserve for economic uncertainties - twice the required amount as measured by budget statements.
- Operation of food service program on a break-even basis as measured by budget reports.

Additional GHCHS short and long term operational goals that will be implemented at VRHS #4 include:

- All students will be taught by highly qualified teachers as measured by personnel rosters.
- GHCHS will use data-driven decision making and will collect, analyze and use school and student standardized and formative data. GHCHS will develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention to meet individual student needs, improving the monitoring of student achievement including student recordkeeping and assessment, and improving home/ school/ and community communication and partnerships as measured by student performance results.
- All students will be educated in the ethical use of information technology and Internet safety and in learning environments that are safe, drug-free, and conducive to learning as measured by student discipline records.
- All students will have equitable access to technology and develop technology literacy skills as defined by the National Technology Standards for Students as measured by the use of the LMC.
- GHCHS will maintain a safe and clean campus as measured by discipline records and maintenance reports.

c. Discuss the organization's role in assessing overall performance at individual school(s)/campus(es), as well as the interventions the organization will use to promote continued improvement at each school/campus.

The fundamental interest of GHCHS (as the sole statutory member) is -- on a continuing basis -- to be assured that the VRHS #4 is:

- Implementing the provisions of the charter as created by GHCHS and approved by LAUSD;
- Obeying all requirements of federal, state, and local law that apply to the school;
- Being operated prudently in all respects; and
- Providing a sound education for all of its students.

At all times the VRHS #4 is operational the school will have the following information available to GHCHS¹:

- Scope and sequence for all subjects to be offered by the school.
- The complete educational program for students including, but not limited to: (1) a description of the curriculum and identification of the basic instructional materials to be used; (2) plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials; and (3) identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluation of student progress.
- Annual calendar for the school that includes all of the instructional days, instructional minutes, and the number of professional development days.

¹ The obligations of VRHS #4 to provide information, annual reports etc. to GHCHS as outlined in this application will be included as obligations in the VRHS #4 charter. Moreover, VRHS #4 shall not be allowed to seek a material amendment of its charter from LAUSD without the approval of the sole statutory member.

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- Daily Bell schedule for site based programs.

By the end of September each year, VRHS #4 will provide an annual update to GHCHS for the prior year that examines the following²:

- STAR test results, both in aggregate form and disaggregated by numerically significant subgroups.
- California High School Exit Exam (CAHSEE) results both in aggregate form and disaggregated by numerically significant subgroups.
- Progress made toward meeting API growth targets and AYP.
- Results of any additional school wide internal assessments used by the VRHS #4 including VRHS #4 Performance Metric (and Executive Director/Principal Evaluation Tool)
- Progress towards meeting the educational outcomes identified in the charter.
- Any additional data or information required by GHCHS.

Unless GHCHS is providing fiscal services as part of a contract between the two charter schools, VRHS #4 shall provide periodic reports of revenues, expenditures, and reserves to GHCHS. At the same time that VRHS #4 is providing copies of its preliminary budget, unaudited actuals, first interim and second interim reports to LAUSD it shall provide copies to GHCHS. VRHS #4 shall provide the following additional information to GHCHS:

- Explanations and budget assumptions for revenues and expenditures.
- Growth in ADA and the impact of the growth on liabilities, facilities, etc.
- An organizational chart identifying all charter school employees and respective salary information for each position.
- A written summary of any significant changes in the budget or interim reports from one reporting period to the next period.
- Statement of cash flow for the current and subsequent fiscal years.
- Profit and loss statement.
- Disclosure of all multiyear fiscal obligations, such as loans, lines of credit, etc. for the next three years.

GHCHS will conduct multiple site visits in order to assess VRHS #4's progress in governance and organizational leadership, educational performance, fiscal operations and internal controls, and adherence to the charter.

If VRHS #4 is not, for example, achieving all of the highest academic standards outlined in the charter, operating in a fiscally prudent manner, fully maintaining compliance with all rules and regulations and achieving a high level of transparency in its operations, the GHCHS Board retains the right to remove and replace VRHS #4 Board members.

2. Organizational Leadership (2 pages)

- a. Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school(s)/campus(es). Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization looking to operate schools for the first time, please discuss how your organization will staff up to support the new work.**

² Ibid.

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- i. **Attach job descriptions and resumes (where positions have been filled) for key organizational leadership roles (e.g. CEO, Chief Academic Officer, Chief Financial Officer, etc.) and label appropriately.**
- ii. **Attach an organizational chart that shows lines of authority among school leadership staff (e.g. Principal/instructional leader, operational leaders and other key leaders) and the oversight or advisory structure (including Board and/or other school advisory bodies) for the proposed school(s)/campus(es).**

The organizational leadership of GHCHS follows that of a traditional independent charter school operated as a nonprofit public benefit corporation – as fully outlined in the GHCHS charter. The Charter School Governing Board is the primary policy setting entity whose primary duties include the selection and evaluation of the Executive Director. The Executive Director is the primary day-to-day manager of the organization whose duties generally are outlined below. See GHCHS Governance and Administration charts as *Appendix 10 and 16* as well as VRHS #4 Governance and Administration charts as *Appendix 23 and 24*.

The Executive Director of GHCHS - The GHCHS Executive Director is the leader of Granada Hills Charter High School. The Executive Director must report directly to the GHCHS Board of Directors, and is responsible for the orderly operation of the school and the supervision of all employees in the school.

The GHCHS Executive Director shall be responsible for coordinating with the management of VRHS #4 the reporting and compilation of information necessary for the GHCHS Board to monitor and assess the performance of VRHS #4 as outlined in Section 1(c) above. The GHCHS Executive Director will reply upon the appropriate GHCHS leadership team member to assess VRHS #4's performance based on that employee's qualifications and skills (e.g., relying upon the GHCHS Chief Business Officer to assess the finances of VRHS #4.)

The GHCHS Leadership - The GHCHS team has a proven track record of operating one of the most successful and largest charter schools in the country, has unique experience in traditional and charter school organizations, has worked extensively with multiple start-up and conversion charter organizations in Los Angeles and across the state and led the GHCHS conversion in 2003. In addition to the strongest instructional and operational expertise, the GHCHS team has experience in leadership development, data analysis, financial management, school culture, accountability, fundraising and school construction. The GHCHS leadership team includes but is not limited to:

- | | |
|--|---|
| • Brian Bauer, ED | • Joan Lewis, Admin Dir Attend/Discipline |
| • Walter Wallace, CBO | • Connie Dunn, Admin Dir Interven/Activities |
| • Dilmit Singh, Admin Dir, Instruct/PD | • Judie Baumwirt, Academic Programs Coord |
| • Patricia Givant, Admin Dir, Account/Tech | • Elisa Pulido-Ragus, English Dept Chair/Tchr |
| • Chris Davis, Admin Dir, SpEd/Athletics | • Karla Diamond, HR Manager |
| • Julia Howelman, Admin Dir Couns/Facilities | • Maribel De La Torre, Development Director |

The GHCHS Leadership Team's resumes are attached as *Appendix 15*.

The GHCHS application to establish the VRHS #4 charter school differs from your typical charter management organization application in that VRHS #4 will be an independent charter school operated as a nonprofit public benefit corporation. As such, VRHS #4 will have its own Board, Executive Director/Principal, administrators, teachers and classified staff. The primary source of management will

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actually occur through VRHS #4 administrators at the VRHS #4 school site. Consequently, we do not anticipate having to add additional roles/positions to GHCHS.

- b. Board Role: Describe the roles and responsibilities of the Governing Board, including how often it will meet. In addition to legal and compliance considerations, please describe what contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school.**

The GHCHS Board, which meets **monthly**, will receive regular updates from the GHCHS administration on VRHS #4's progress toward meeting the academic goals outlined in its charter, achieving full operational compliance with its charter, operating in a fiscally prudent manner, etc. **At least once annually VRHS #4 will provide a comprehensive annual update to the GHCHS Board** as more fully outlined above. The GHCHS administration will annually assess the strengths and weaknesses of the VRHS #4 charter school operation and will provide recommendations and direction to VRHS #4 for improvement.

If VRHS #4 is not, for example, achieving all of the highest academic standards outlined in the charter, operating in a fiscally prudent manner, fully maintaining compliance with all rules and regulations and achieving a high level of transparency in its operations, the GHCHS Board retains the right to remove and replace VRHS #4 Board members.

- c. Board Structure: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles.**
- i. Attach the By-laws of your school's Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix.**
 - ii. Attach proof of filing for 501(c)3 status by the applying entity**

Non Profit Public Benefit Corporation - VRHS #4 will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of the charter.

VRHS #4 will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School, if any. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Board of Directors - The Charter School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of the VRHS #4 charter.

The Board shall have at least five (5) and no more than nine (9) directors. GHCHS shall serve as the sole statutory member of the VRHS #4 and shall nominate, appoint, and remove the directors for VRHS #4. The sole statutory membership structure will ensure that VRHS #4, while operated as an independent entity, remains true to the mission and goals established in the VRHS #4 charter as developed by GHCHS. No employees of VRHS #4 will serve on the governing board.

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Board member selection and removal criteria/procedures, term limits, meeting schedules, and power and duties are outlined in the VRHS #4 Draft Bylaws. *[See Appendix 21]*

Board Meetings and Duties - The VRHS #4 Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director/Principal
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out-of-state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report; and
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The VRHS #4 Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established. The VRHS #4 Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Advisory Committees - VRHS #4 believes that a charter school best serves its students with a shared decision making structure. VRHS #4 employees, parents, students, and administrators will bring

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their ideas and concerns to one or more advisory committees through attending and participating in open committee meetings and submitting written proposals to the committees. All stakeholders (e.g., employees, students, parents and community members) will have representatives on each committee so that concerns and ideas may also be brought to the attention of the committees through this representation. The advisory committees will then work to create policies and programs in the areas of their purview based on the input they receive from stakeholders.

When an advisory committee is faced with developing a proposal that will have a major effect on the entire faculty and staff, that committee may poll the faculty and staff in order to best represent their constituents when making the decision. Such proposals include the length of the school day, the structure of the school year calendar, final exam schedules and other special bell schedules, and any changes in working conditions such as salary, benefits, or other contract issues.

Policies shall be created in advisory committees or Board established ad hoc committees and submitted from those committees to the VRHS #4 Board of Directors for approval. Consistent with the School's charter, policies may include the following: graduation requirements, curriculum, professional development, new construction, use of facilities, budgetary policy, requirements for audits, dress code, student attendance, and student discipline. In non-policy decisions, whenever possible, the VRHS #4 Board will seek input from standing or Board established ad hoc committees.

In addition to the VRHS #4 Board meeting on a regular basis, each advisory committee will be required to meet a minimum of once a month, but more often as necessary. As is the practice at GHCHS, a VRHS #4 Council of Councils shall be formed including the chair of each advisory committee and the Executive Director/Principal. Council of Councils members will meet once a month, but more often as necessary, and will be expected to attend and present at VRHS #4 Board meetings, Council of Councils meetings, and the respective advisory committee meetings to ensure school-wide communication in decision making.

The VRHS #4 Board shall propose advisory and temporary (ad-hoc) committees to focus on specific tasks and/or policies, such as those listed in the initial description of the Governing Board's purview stated previously. The following advisory committees with their respective purviews will be in operation when the School begins instruction:

- Curriculum & Instruction - curriculum, instructional delivery, professional development, graduation and technology;
- Student Services - school safety, security, attendance, discipline, and student needs; and
- Operations - facility related matters such as new construction, policy on facilities rental, and other plant improvements and policies; scheduling matters such as calendar and bell schedules

As noted in an earlier section of this application, these committees shall serve as venues in which all stakeholders – staff, students, parents and community members – engage in the creation and review of vibrant programs and policies that in turn lead to committee-generated proposals before the VRHS #4 Board for how to improve student performance. It will be the general practice at VRHS #4, just as it is at GHCHS, that before a policy or program may be acted upon by the VRHS #4 Board, the policy or program shall be discussed and acted upon at one of the advisory committees or at the Council of Councils, thus ensuring greater transparency, collaboration and input. The by-laws for these advisory committees will be developed and approved by the VRHS #4 Board prior to the 2011-12 school year. A copy of the GHCHS advisory committee by-laws, as a sample, are attached as Appendix 3. The VRHS #4 Board may modify, including the dissolution and creation of, committee structure.

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With this application, GHCHS is including its executed By-Laws, Articles of Incorporation and proof of Form 1023 filing as *Appendices 1, 2, and 5*. If awarded VRHS #4, a new 501c3 organization will be established that will have its own, similar By-Laws and Articles of Incorporation. *Please see Appendices 21 and 22 for Draft VRHS #4 Articles of Incorporation and By-Laws.*

- d. Board Development: Identify the composition of the Governing Board, including key skills and constituencies that will be represented. If you are a new organization, provide a plan for recruiting a Governing Board representing a diverse skill set required for school oversight. Attach resumes of any Governing Board members who have already been identified. Label each resume as "Governing Board member."**

The GHCHS Board shall strive to appoint VRHS #4 Board members who have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. Utilizing its ties to local and regional community, business, educational, and government organizations, the GHCHS Board will actively recruit VRHS #4 candidates who possess the experience and expertise to serve on the VRHS # Board.

The VRHS #4 Board shall have at least two community representatives and at least one parent representative.³ A parent representative will be added to the VRHS #4 Board during the 2011-12 school year. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the VRHS #4 Board of Directors. If the District places a representative on the Board, the total number of Board members may be increased by one to maintain an odd number of Board members.

Initial Board of Directors - The initial Board of Directors shall be five (5) and consist of the following individuals (each Board member's full biography or curriculum vitae is attached as *Appendix 18*):

1. **Sonja Eddings Brown:** Founding GHCHS Board Chair, former GHCHS parent, Granada Hills/Northridge resident, PR/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 Vaca:** a GHCHS parent, resides in the Granada Hills/Northridge area. A former teacher, currently 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.

The VRHS #4 Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum conflicts of interest, the Brown Act, the Public Records Act and oversight responsibilities and best practices for board governance. The Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by vote, with the will of the majority prevailing.

³ "Community Members" will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. A current Charter School parent may serve in the Community Member capacity in the event that no suitable non-parent community member can be found to serve in this capacity.

INSTRUCTIONAL PROGRAM

1. Curriculum (2 pages)

Describe the organization's role in developing curricula for the school(s)/campus(es) in your portfolio. Describe how the curriculum is or is not aligned across schools/campuses. If your organization is not currently operating or managing schools, please define what this process will look like.

Instructional framework and teacher support - GHCHS has a strong interdisciplinary academic program that rests on the instructional philosophy that all students can learn and that intelligence is not fixed. Through a model of **interdisciplinary inquiry-based learning** all students access a UC/CSU A-G curriculum. The proposed curriculum at VRHS #4 replicates the success of the GHCHS curriculum, is culturally relevant, and aligned to connect students to college majors and real world career interests. **All students -- at or below grade level, English Language Learners, Gifted and Talented, and Special Education -- receive a rigorous 4-year college preparatory curricular program with access to available Advanced Placement (AP) courses and the International Baccalaureate (IB) Diploma Program.** The International Baccalaureate Organization has stated that GHCHS "... is poised for continued success."

Through readings and content discussions in core subjects such as English language arts that will use global literature, both fictional and non-fictional, and social sciences, students will engage in real life situations of a pluralistic society and use anecdotes and scenarios to examine personal feelings, attitudes and reactions. An interdisciplinary curriculum that builds cultural sensitivity and celebrates differences validates individuals, enriches interpersonal communication, and enhances lifelong learning. In 9th and 10th grade students have access to a relevant integrated standards-based, skill-driven core curriculum that includes applied technology, career technical education, and career-based learning opportunities. Models of successfully integrated programs at GHCHS are: The Global History of Ideas (GHI) Program, the Humanitas/New Media Program, and the Science Technology Math and Engineering (STEM) Program. In these programs, teachers meet on a regular basis before and during the school year, during common planning time or on professional development scheduled hours to review and enhance curriculum that is culturally and academically relevant and aligned to the goals and mission of the program and the school as a whole. Teachers analyze the success or shortcoming of integrated programs and constantly adjust and modify readings and activities to meet the needs of the students. In their Upper Division classes, students have access to a robust AP and IB curriculum.

The same guiding principles of an integrated interdisciplinary curriculum that guide the GHCHS teaching community, will guide the VRHS #4 teachers. Lead teachers and peer identified instructional leaders from GHCHS will provide mentorship and workshops in June and July of 2011 to help create interdisciplinary units/projects for at least the first five weeks of the new school. This support will be ongoing throughout the first and second year as VRHS #4 teachers understand the span of their work and use the flexibility afforded by the charter to create an identity for their own programs. A sound curriculum and researched based pedagogies that help students to be college and 21st Century career ready, develop strong critical reasoning and the build capability to confront ethical, social, and political dilemmas facing humanity will be nurtured throughout the shared developmental process.

At VRHS #4, as in GHCHS, heterogeneous grouping, where feasible, with on-going assessment, intervention, and differentiation, will provide an important link in the comprehensive chain of resources and services for student support. While VRHS #4 will provide full academic support for English Language Learners and students with disabilities, the focus of the instructional program and personal support providers will be to fully integrate ELL and special needs students in the general

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education curricular program. A full-inclusion model with support has demonstrated significant gains at GHCHS for all identified sub-groups and individual students. Each student at VRHS #4 will be considered individually and their needs assessed and reassessed from the Summer Transition Academy program throughout their academic career. GHCHS leadership team will provide VRHS #4 teachers with guidance on differentiating instruction in the classroom. Differentiated instruction is necessary for intervention in the classroom and enrichment for grade level and advanced students.

Students who matriculate below grade level in one or more subjects at GHCHS have access to support beginning in summer before school commences in August, and a support system that teams teachers to provide necessary academic intervention. The same instructional model will apply to students at VRHS #4. In addition to team support, students at VRHS #4 have an enrichment seminar (ES) built into their school day and an advisor that guides students throughout their high school years. ES advisors help students with research skills, technology integration, and study and organization skills. To be skilled for the 21st Century college and careers **all students will use technology** that will increase the likelihood of students' completing academic work out of school time and increase engagement because of higher levels of excitement and interactivity (Jacobs, 2010). As at GHCHS, technology will be made available to students who do not have home access.

Curriculum development - The core VRHS #4 UC/CSU A-G standards-based curriculum is based on GHCHS courses that have a College Board number and are approved by the University of California Office of the President (UCOP) for all 9th through 12th grades courses. **The Leadership Team from GHCHS and lead teachers from VRHS #4 will work together on professional development from June 27 – July 23, 2010, during Pupil Free days on the following: semester by semester guidelines for teachers; standards based units grouped around a big idea or universal question; measurable objectives; identified instructional resources and support; common formative assessments for defined learning objectives; and common summative mid-semester and annual assessments.** VRHS #4 will replicate the model of GHCHS' established thinking based curriculum of backward planning instruction that provides teachers with a common vocabulary for pedagogy and clear expectations for rigor and relevance. The model will provide clear guidelines and uniform semester by semester plans while remaining sufficiently flexible for teachers to exercise professional judgment and creativity in their classrooms.

Performance-based portfolio - At GHCHS, in 12th grade all students regardless of their academic focus complete a **Performance-Based Portfolio (PBP), a culminating research/service project requiring a presentation to a panel of teacher experts.** To replicate this successful practice at VRHS #4, the leadership team from GHCHS will mentor and support the VRHS #4 teachers during the first and second year to prepare for a performance based portfolio for the senior class. The autonomy and flexibility to develop curriculum based on existing students' knowledge and experiences is a cornerstone for relevancy and learning. **Teachers at VRHS #4 with the support of the leadership team at GHCHS will develop interdisciplinary units for the three interest based communities A¹S²C³ that will integrate a universal question dealing with real world issues.** Successful completion of the PBP requirement will ensure that students leave VRHS #4 having accomplished school learning and character goals.

WASC accreditation: As a new school VRHS #4 will need to prepare for a preliminary accreditation through the Western Association of Schools and Colleges in Spring 2012. **GHCHS leadership team and VRHS #4 teachers will work together on the accreditation process for the new school. VRHS #4 will be able to seek WASC affiliation after its second semester of operation by submitting a Request for WASC Affiliation and an Initial Visit Description.** The process of participating in a self study, will give VRHS #4

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staff a systems approach to examining successes and challenges of the new school in operations, instruction, governance, and school finance.

2. School Culture and Climate (2 pages)

Describe how the organization will transition the culture of the existing school(s)/campus(es) to the proposed new school(s)/campus(es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

Through our journey as a charter school we have taken bold steps that have allowed GHCHS to create a **culture of rigor, relevance, and respect. The leadership team at GHCHS believes that** a student's academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation, and that a school culture that takes the whole child into consideration and creates an accepting and safe environment promotes student achievement. With the help of the GHCHS leadership team, teachers and staff at **VRHS #4 will promote a student centered school that provides a cordial and collegial environment of respect, a challenging, college/career-ready comprehensive high school education, celebrates the cultural heritage of the students, fosters individual learning styles, and embodies the traditions of the community in which it is located, while providing a structured and safe campus. At VRHS #4, GHCHS teacher teams, deans, the school safety team, club sponsors, grounds and operations personnel, cafeteria manager, and administrators will provide the support necessary to replicate the organizational, academic, and safe culture of GHCHS at VRHS #4.** VRHS #4, being a new school, has the advantage of creating a culture that encompasses the heart, soul, and spirit of what students deserve; a culture that communicates hopefulness and a belief in the power that students and teachers can work together to improve the future of all human beings.

To cultivate a climate of academic and personal success, students and parents can expect that the GHCHS team will work on the following for VRHS #4:

- An orderly, disciplined, organized, and responsive operation and campus environment with an extremely robust safety program (**support provided by school safety team**)
- A clean, well-maintained and landscaped campus (**plant manager**)
- Positive student behavior rewarded with extended lunch, STARFest, Spirit Week, Student of the Month recognition, recognition of demonstrated citizenship, and motivational assemblies (**ASB advisor, club sponsors**)
- A school attendance policy, academic integrity policy and safety policy (**Attendance dean, Instructional leaders and counselors**)
- Intervention programs including Summer Transition Academy, school orientation programs and assemblies on such topics as school bullying and cyberbullying, and an Advisory program (**Intervention coordinator, school administrator**)
- A united, nurturing and committed administrative, certificated and classified staff (**current administrators and office staff**)
- Services for physical, emotional and mental health including a certificated nurse, teacher and peer mentors, and counselors who monitor personal needs, educational challenges, career/college goals, and a 4-year Personal Learning Plan for each student (**health office team, counselors**)
- Clubs and organizations designed for student interests and needs such as Rachel's Challenge, and a full array of visual and performing arts (**ASB advisor and club sponsors**)

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- Athletic teams coached in a culture of victory with honor, and the VRHS #4 culture of the 3 R's – Respect Yourself, Respect Others, and Respect Your School (**athletic director**)
- Parent and staff communication through email, phone calls, Home Access Center, parent nights, student-led parent conferences, and a parent liaison (**administrator, counselors**)

Clearly stated goals, procedures and policies will be provided to parents, students and staff through a Parent-Student Handbook, Course Outline and Employee Handbook. Parents will be involved at all levels so that they can be partners in upholding the culture and climate of the school. As a GHCHS, all students will be required to attend a Summer Transition Academy during which time they will participate in a modified instructional support program designed to identify areas of growth and expose students to the VRHS #4 culture, instructional program, policies, academic expectations, curricular strands, and 4-year student academic plan. Other aspects of the school culture will be: An Associated Student Body (ASB) class sponsor and a Student Leadership Council and Senior Leadership Council to plan school dances, extensive student-designed clubs and senior activities such as Senior Prom and Senior Day. VRHS #4 will have a comprehensive athletics program and academic teams such as Robotics, Academic Decathlon, and Speech and Debate. California Interscholastic Foundation (CIF) rules, student interest and campus facilities will influence the number, type and size of VRHS #4 athletic teams. Student participation will have academic and citizenship eligibility requirements.

Student support and success - Essential to cultivating a climate of academic and personal success is an orderly, disciplined, and organized operation. As in GHCHS, students at VRHS #4 can expect that the staff, administration, and support personnel are united in their commitment to the discipline and safety regulations, and high academic standards. The cleanliness, signage, landscaping and office management will clearly manifest the culture of a community of learners. **To promote safe and orderly conduct on campus, students will follow the dress code, safety code, and the attendance/tardy policy, understand the nature of the discipline procedures, follow the academic integrity policy, and participate in intervention programs as necessary. Students will be rewarded for positive behaviors with Spirit Week, extended lunch, pep rallies, STAR Fest, Student of the Month, Club of the Month, assemblies, profiles in the school newspaper and on the school website of students who exhibit positive citizenship and volunteerism.**

Social and emotional needs - Even though GHCHS is a large school, personalized programs and teacher/student relationships have created a personalized environment that supports all students. Like GHCHS, **VRHS #4 will be poised for personal interactions with teachers, counselors, administrators, and closer ties to classmates.** Since VRHS #4 has a smaller student population, each student will be considered individually and their social, emotional and academic needs assessed and reassessed from the summer academy throughout their academic career.

College and career readiness - The college and career counselors both at GHCHS and VRHS #4 will connect students to college fairs, college tours, and conduct college application workshops. Early in the fall semester counselors will meet with seniors in their Government/Economics class to review important dates and deadlines for the college admissions process. The GHCHS leadership team will assist VRHS #4 with parent/student Coffee Talk Nights such as UC Night, CSU Night, Private Colleges Night, Community College & the Transfer Program Night, The College Application Night and Financial Aid Night. Internships and job-shadowing will align with A¹S²C³ pathways. Concurrent enrollment opportunities and partnerships will enable our students to obtain college credit and job-training classes while completing their high school education. In addition, GHCHS continues to strengthen its Independent Study and Virtual Academy programs, which also will be accessible to VRHS #4 students.

Parental involvement - VRHS #4 recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. VRHS #4 supports a welcoming environment and a variety of parent-involvement programs that enable the school to involve parents in a broad range of roles. **The school parent engagement model will include a school-based parent/community liaison that will coordinate parent-community outreach, activities and volunteerism, and conduct parent education workshops.**

3. Data-Driven Instruction (2 pages)

Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, and network-levels. If your organization is not currently operating or managing schools, please define what this process will look like.

It is part of the school culture that school staff reviews performance data to monitor student academic growth. GHCHS uses regular assessment of student progress as a tool for student and teacher growth and school wide improvement. **Like GHCHS, VRHS #4 teachers will develop a culture of reviewing, monitoring and analyzing data to drive instruction.** The process of data-driven instruction includes teacher collaboration opportunities where teachers evaluate school wide, subgroup and individual performance data, develop rubrics and formative assessments, score assessments, develop strategies to improve instruction and learning, and monitor individual student progress. It also includes the sharing of student performance data in conversations between students, teachers, department chairs and administrators.

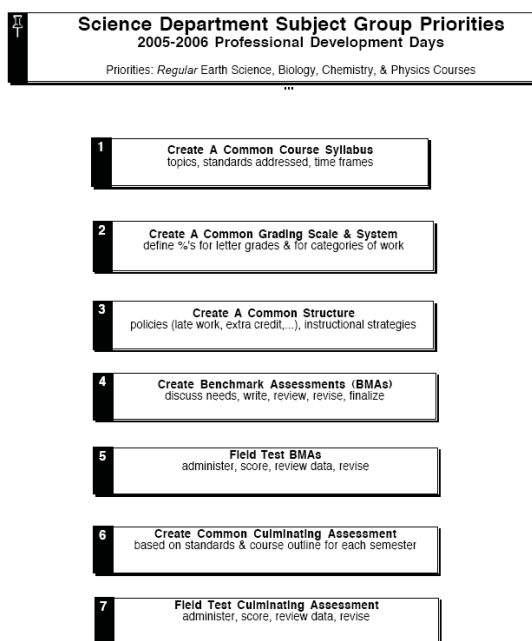
The VRHS #4 Leadership Team, like the GHCHS Leadership Team, and the Curriculum and Instruction advisory committee will develop an annual assessment calendar that guides federal, state and school test administrations. GHCHS administers all state and federal mandated summative tests such as STAR, CAHSEE, CELDT, EAP, PFT and others. **A California standards-based curriculum is the foundation for success on these assessments.**

GHCHS uses the DataDirector ZOOM program to store and analyze STAR, CAHSEE, PFT, CELDT, PSAT, EAP and other summative and formative data. The Student Assessment Coordinator creates logins and passwords, and trains teachers through one-on-one sit-downs and department professional development to use this online system. Teachers are able to see how their students have performed in prior years and monitor their current students achieve of the Standards. In DataDirector each teacher is able to access his or her own data and also see department data. Department chairs have access to the individual data of teachers in their department. School administrators are able to see data at all levels, and monitor school-wide data over time. Specific data about student progress drive professional development. In addition to the examination of quantitative data, professional development includes the examination of student work and instructional materials, strategies and activities that engender that work. Teachers in all departments look at school wide and classroom data to determine the areas that need improvement. Needs assessment helps design professional development. **The GHCHS Student Assessment Coordinator will train and provide support for the use of the DataDirector ZOOM program to VRHS #4 staff.**

Ongoing, periodic assessment is used to assess literacy and computational skills when students matriculate and throughout courses to measure progress toward the California Standards, and is **an integral part of the teaching/learning process.** Individual teachers and departments have developed a system for assessing students that closely aligns with their instructional goals and the California State

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Standards. Assessment of student progress takes place after individual lessons, at the end of units of study and each semester, and periodically when students have had opportunities to internalize new concepts. **Shared expertise is the driver of instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; clear expectations and responsibility for achieving them are shared by all; instructional improvement occurs in an environment of collegiality.** The process fosters teacher communication and learning, and improved practice. As teachers assess student work, they identify instructional practices that are effective for students, set goals for their teaching, and share successful lessons, strategies, and classroom practices. This often involves teachers sharing their individual California Standards Test data for present and prior years' students. **Teachers evaluate which strands improved or remained static. Based on this data, departments will often develop a common unit, lessons and assessments to strengthen student mastery of the standards within that strand. Common rubrics are utilized to evaluate student work.** Rubrics may be tailored to a particular classroom assignment, may be department wide for a benchmark or core assignment, or school wide involving all teachers and students. **Each department develops SMART goals annually which are used to guide instructional and assessment practices.** It is expected that all departments develop a common grading policy and a common final exam policy. This allows teachers to align how student work is assessed in the classroom and provides equity for all students taking a common course. **Best practices such as the ones listed above will also become part of the VRHS #4 teaching and learning culture.**



GHCHS has developed standards-based core and benchmark assignments and assessments within each content area since the 2003-04 school year. All departments continuously develop and test these assignments. GHCHS is committed to aligning the California standards to assignments, projects and expected outcomes to improve student achievement of the standards. The Science Department process is representative of the steps taken by each department to development and test benchmarks. The school sees this as an ongoing process with changes dependent on student success on each standard addressed in the benchmark.

Students are able to demonstrate their knowledge in a variety of ways. Performance assignments are standards-aligned projects, papers, or tasks that require students to produce or create a product. Performance assignments provide the teacher with an opportunity to see if students understand

important concepts and can apply them to actual work. School wide performance assignments support the grades 9th -12th grade research strand that culminates with the 12th grade senior project to address progress of school ESLRs. At VRHS #4 this will be the 12th grade Performance-Based Project. Agreed upon elements of the project are:

- Interdisciplinary in content:
- The skills, research protocols, and content knowledge that are measured will be taught and assessed throughout the fall semester to equip students with the tools necessary to produce a self-directed research project in the Spring semester.

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- Structure of the assignment is determined by the teacher to reflect his/her instructional and curricular goals for the course.
- Students are expected to design, research, report on and exhibit their interpretation of a research topic of their choice (within the parameters of the teacher's curriculum).
- The individual design of the project will vary among the staff; however, every project must demonstrate proficiency in the selected 12th grade State Curriculum Standards.

This process also provides students with an opportunity to monitor their development as they receive periodic feedback on their progress toward mastering the California Standards and essential skills. Periodic benchmark and core assessments provide a snap-shot of student performance at a given moment in time. **Immediate feedback allows the student to see what he or she does well or needs to improve. Conversations about progress with Homeroom teachers and content area teachers facilitate each student's growth.**

4. Professional Development (2 pages)

- a. Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.
- b. Describe how the organization will promote best practice sharing across the network.

Professional culture: VRHS #4 mirrors the school culture of GHCHS in serving students, professional development, and self-renewal. A high quality teacher learning program is built on respect, responsibility, and results. **The GHCHS leadership team will assist VRHS #4 to implement a professional development system that is focused on the specific needs of a staff as identified by their professional growth plan. As a replication of the PLC model at GHCHS, teachers will be teamed as professional learning communities that have a shared sense of "intellectual purpose" and "collective responsibility."** VRHS #4 Lead team teachers and eventually all teachers will attend at least one conference on PLCs presented by the Dufour Institute. The underpinnings of effective professional learning communities are relationships that nurture, permitting teachers to take risks and open their teaching practices and student performance to critique and feedback from peers. **The focus is to move teachers from "I taught" to "Did the students learn?" This shift is essential to create a culture of accountability where success is measured through student outcomes.**

Professional Development - PLCs provide a structured form of professional learning for teachers. At GHCHS, the teachers meet departmentally three times a month and inter departmentally once a month. Unlike GHCHS, VRHS #4 has a unique schedule that allows teachers to meet daily for twenty minutes before the beginning of the school day and on sixteen early dismissal Tuesdays to work together in professional groups. Since the newly hired teachers at VRHS #4 will need time to develop curriculum before the commencement of the school, they will meet from June 27 to July 22, 2010, to create a vision for each of the interest based communities using the Wiggins and McTighe's (2005) research based model, *Understanding by Design* (UbD) as a framework for instructional planning. **With the assistance of the GHCHS leadership team, teachers at VRHS #4 will determine semester by semester unit plans, standards based units grouped around a big idea or universal question, measurable objectives, instructional resources and support, common formative assessments for defined learning objectives, and common summative mid-semester and annual assessments.**

Like the GHCHS leadership team, the VRHS #4 leadership team consisting of teacher team leaders, coordinators, counselors and administrators will meet bi monthly to discuss new and innovative ways to build on best practices and analyze data from student formative and summative assessments.

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Teachers' teaching their peers is a powerful model for discovering, developing, and fostering individual talents. Interdisciplinary teams will also attend conferences, workshops, and other demonstration sites to participate in gathering information on innovative strategies for improving student mastery and content support. Professional learning communities move teachers from compliance to true collaboration and help them towards shared solutions and a research minded approach to teaching and learning.

Since teacher practice must be supported by research and data, teachers will keep abreast of new information that is generated by strong educational research organizations such as the ASCD, McREL, Center for Teaching and Learning, The Marzano Institute, the Danielson Group and The Annenberg Foundation. Teachers will use reflective practices as they observe their peers, videotape their practice, or share their success and struggles with their mentors or colleagues.

GHCHS teachers will partner with VRHS #4 teachers. Since the talent pool at GHCHS is very large, GHCHS teachers will provide and share professional development on an ongoing basis. Interdisciplinary teams will be partnered to provide support for content knowledge, instructional strategies and intervention in the classroom, classroom management, differentiated instruction, aligning assessments, and analyzing data. For example, GHCHS teachers have been using Revolution Math as an intervention strategy, and will be able to train math teachers at VRHS #4 to use the same appropriately and strategically, and provide support for pre-algebra and algebra skills. English leadership team teachers will work with the English teachers at VRHS #4 and help build lessons in the backwards planning model. They will share examples of interdisciplinary problem based learning and encourage creativity and innovation. Using students' current knowledge and life experiences as a starting point, teachers at VRHS #4 will seek assistance from the GHCHS leadership team to establish student learning goals and their own professional growth plans. Teachers at both schools will work together to learn and enrich each other's experiences and expertise and be mindful of the principles of well organized and routine knowledge.

Professional development will not be limited to the teaching staff. Support staff such as administrative assistants will also have opportunity to meet on Tuesdays and hone their technical and office skills, as necessary. Office support staff will be an integral part of the student teacher team. They will provide input and assistance by being part of the enrichment seminar and role models for community projects

New Teachers - Teachers, new to the profession, are daunted by the complexity of teaching. The GHCHS leadership team will provide VRHS #4's new teachers' support through the **Beginning Teacher Support and Assessment Program (BTSA) and Induction Program** sponsored by the Hart High School District (HSD) in Santa Clarita. Danielson (2010) states that "A program of new teacher mentoring consists of training, support and follow-up for mentors and novice teachers to increase teacher retention, establish norms of professionalism, and increase effective teacher performance, which in turn leads to improved student achievement." The GHCHS leadership team will provide the necessary mentoring support and professional development for all new teachers.

VRHS #4 teachers and mentors will use formative assessments based on Danielson's (2010) *The Framework for Teaching* in the mentoring process to help beginning teachers focus on "classroom performance and delineate how teaching improves from novice to expert practice." Mentor teachers will also use the protocol from Marzano's (2010) research to develop mentoring habits of mind before, during, and after classroom observations. Using both research models will assist in the preparation of

mentors and mentees in understanding routines and procedures, unit and lesson planning, and other variables that are essential for the delivery of rigorous instruction.

Professional Development Evaluation: With GHCHS team support, VRHS #4 teachers and administrators will engage in self-assessment of student achievement and growth using data, reflection on practice, and contributions to the school community to evaluate their personal growth plans. Candid conversations and open communication will create a culture of trust that will make the evaluation process introspective and self regulated. Teachers will be thoughtful and analytic about their work, and monitor their own teaching. Danielson rightfully suggests that **by “shifting the focus of evaluation from “inspection” to “collaborative reflection” educators can ensure the maximum benefit from the evaluation activities.”** Senge (1990) believes that learning organizations must connect to the larger world and engage in a critical evaluation of daily actions and outcomes, and create reality checks that provide a framework for a consistent mission and vision. Like at GHCHS, VRHS #4 will strengthen professional development through a system of accountability that is systemic, introspective, and reflective.

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FINANCES: (5 pages total)

1. Financial Impact of Additional Schools/Campuses

If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

GHCHS anticipates minimal impact to the organization's revenue and cost structure. The primary impact will be in the following three areas: cash flow, investment of additional staff time, and coordination of additional staff to meet instructional and operational needs at the new school.

Cash Flow - Prior to the receipt of the Public School Charter Grant funding from the state, GHCHS is prepared to loan the new school \$650,000 in start-up funding to cover the partial year cost of the new principal to coordinate the organization of the new school and the purchase of necessary materials. This loan will be used to cover operating expenses during the opening of the School until a consistent stream of funding is received from State and local sources. If necessary, GHCHS also will avail VRHS #4 a line of credit of up to \$500,000 for use in months when the ongoing deferral of State funds does not provide enough cash to meet the current month's expenses.

Investment of Additional Staff Time - A number of administrators, instructional department chairs, and other support personnel will be strategically involved in the extensive planning of the program at the new school. Plans will be developed in these operating and support areas, among others: computers, networking, and expansion of web-based programs in finance, student services, and cafeteria activities; final determination of staffing needs, advertising of position vacancies, and interviewing and hiring staff; outreach to the surrounding community to determine initial student registration and enrollment, including establishing an open enrollment lottery procedure to supplement the enrollment from the primary zone of choice; and implementation at and on-going support for VRHS #4.

Coordination of Additional Staff - While the initial budget plan provides for lower class sizes and extensive instructional and operational support staffing, some full-time employees at VRHS #4 may not be needed in all areas for the first several years. It may be difficult to hire sufficient part-time specialized staff at VRHS #4 to meet all student needs given the grade by grade growth of the school. Rather than hire all of the projected staff in the first several years at the new school, some additional positions will be added at GHCHS, with the new employees' time shared between the two schools. An example would be the staffing goal of a half time psychologist and a half time social worker; GHCHS will be able to expand the services of its current part time psychologist to meet the VRHS's needs, as well as hiring a social work intern to work under the supervision of the GHCHS social worker. In this case, the services of the GHCHS Psychologist and intern social worker to VRHS #4 would be covered in a services agreement between GHCHS and VRHS #4 after VRHS #4 Board approval.

2. Fundraising

Discuss how the organization is equipped to reach any associated fundraising goals related to operating a school(s)/campus(es).

While the financial model for VRHS #4 is designed to be self-sustaining on public funds after the initial start-up costs have been funded, GHCHS and its Board are committed to a diversified fund-raising strategy through community partners and other corporate and foundation donors. GHCHS has hired a development director who is working to bring the GHCHS staff together with community resources in support of the educational goals at the new school, as well as at GHCHS. Capitalizing on GHCHS's already strong parent and community support groups such as the Highlander Booster Organization, the Highlander Band Parent Association, among others, additional fundraising opportunities will arise out of these activities, both at GHCHS and at VRHS #4.

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The budgets for GHCHS and VRHS #4 have been developed without the use of non-public funding. Start-up costs at VRHS #4 are funded through a three year, \$650,000 loan from GHCHS, which will be repaid through the receipt of a federal Public Charter Schools Grant through the California Department of Education and, if necessary, an up to \$500,000 line of credit to VRHS #4 which shall be repaid to GHCHS immediately following receipt of deferred state payments to VRHS #4 . Any funding received at the school beyond the regular charter school funding will be used to enhance the educational program under the direction of the school and board leadership.

3. Audited Financial Statements

If applicable, provide the last two years of audited financial statements for the organization.

Copies of the audited financial statements for GHCHS are attached as *Appendices 6 and 7*. These reports reflect the strong financial position of the GHCHS and the internal controls necessary to effectively safeguard school assets. With an ending fund balance nearly 30% of annual expenditures and reports free of material findings, GHCHS has demonstrated the ability to withstand the ups and downs of the national and state economy as it continues to provide a strong, comprehensive instructional program to its students. In addition, GHCHS's strong fiscal health was recently confirmed in October 2010 when, through the California Department of Education and California School Finance Authority's Quality School Construction Bond (QSCB) program, GHCHS qualified independently for an interest-free \$5 million QSCB based on the School's Standard & Poor's Triple A (AAA) credit rating. The program at VRHS #4 will benefit greatly from this strong and supportive financial position.

4. Profit and Losses/Revenue Sources

Specify overall profits and losses for the organization over the last three years and identify how revenue sources support the general organization. Demonstrate the percentage of revenue used to support the central organization in comparison to the percentage used to support individual schools/campuses in the organization's portfolio.

The table below shows the overall revenues, expenditures, changes in fund balance, and ending fund balance for GHCHS for the past three years. Through this time, there has not been a central organization in addition to GHCHS. With the introduction of this new school, additional staff time and expense will be invested by GHCHS staff in a variety of support activities, and these costs will eventually be reimbursed by the new school through the development of a contract between the two schools for needed services. With GHCHS continuing to support itself as well as providing services to VRHS #4, we anticipate the emphasis will be on coordinating resources and not the establishment of a central organization.

	2009-10	2008-09	2007-08
Revenues	33,138,618	36,227,353	34,677,778
Expenditures	34,419,877	34,024,294	31,900,483
Change in Fund Balance	(1,281,259)	2,203,059	2,777,295
Ending Fund Balance	9,829,685	11,110,944	8,907,885

5. Internal Financial Controls: Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications.

GHCHS SUPPLEMENTAL APPLICATION FOR VRHS

Plans are already in place to insure fiscal soundness and legal compliance for the proposed school. First, the approval process for the charter petition will establish the requirements for the four required financial reports to the District as well as to GHCHS: adopted budget, first interim financial report (through October 31), second interim financial report (through January 31), and unaudited actuals financial report (through June 30). In addition, assuming a business services agreement between VRHS #4 and GHCHS, VRHS #4 financial staff with support from the Chief Business Officer and staff at GHCHS will prepare monthly financial reports to be filed and presented to the VRHS #4 Board, as well as to GHCHS.

We anticipate that the financial employee hired at VRHS #4 will be a degreed accountant, preferably with experience in education budgeting and financial reporting. This employee will be responsible for accounting and financial reporting for both the school operation as well as for the Associated Study Body funds. This employee will bring a full-time business presence to the school, administering the day to day business/operational needs of the school in the areas of purchasing, accounts payable, cash receipts, banking, and insurance.

Every three years the VRHS #4 Board of Directors will select a reputable independent auditor to perform the required annual audit and the firm will report directly to the Governing Board. The business services agreement between VRHS #4 and GHCHS will identify the GHCHS Chief Business Officer as responsible for preparing financial statements and reports to be audited. The audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the State Controller's K-12 Audit Guide for Schools and will verify the accuracy of GHCHS and VRHS #4 financial statements (including Balance Sheets, Income Statements and Cash Flow Statements), attendance and enrollment accounting practices, and review internal controls. The San Diego-based firm of Wilkinson, Hadley, King has an excellent reputation providing audit services to large and small school districts, charter schools, and county offices of education throughout California, and they will be the initial choice of the boards to perform this function.

Additional support and oversight will be provided by the Chief Business Officer at GHCHS, who earned an MBA in Finance and has over 32 years experience in public school business management, as well as by the Accounting Associate at GHCHS, who is well experienced in the day-to-day financial operation of a \$30+ million educational operation. Furthermore, the new school will use the same web-based financial software in use at GHCHS. The new school will be established as a completely separate financial entity, and the staff at GHCHS will have access to the financial system to insure the quality of the financial accounting and budgeting, as well as the financial reporting and fiscal health.

Based on its solid financial standing and a seven year history of exceptional audits, the GHCHS staff has established the necessary internal controls to guarantee the safety of school assets, the openness and transparency of fiscal and business decision-making, and the ability to support the aggressive instructional program that has been designed for VRHS #4, as well as for the organization.