



Granada Hills Charter High School

10535 Zelzah Ave. • Granada Hills, CA 91344 • 818.360.2361 • Grades 9-12

Brian Bauer, Principal

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

District

10535 Zelzah Ave.
Granada Hills
818-360-2361
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District Governing Board

Jim Salin
Jesus Vaca
Joan Lewis
Jody Dunlap
Lorene Dixon
Steve Bourgouin
Supriya Chakravarty

District Administration

Brian Bauer
Superintendent

Executive Director's Message:

Granada Hills Charter High School (GHCHS) is an independent charter school and is one of the leading comprehensive public high schools in California. A differentiated instructional program that prepares students for college and career readiness and a strong business and operations model are key contributors to Granada's success. GHCHS was recognized as a California Distinguished School in 2011 and as a California Gold Ribbon School in 2017, further validating existing programs. We continue to build on our successes by creating new and strengthening existing opportunities for students.

Granada received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2017-18. The School's Action Plan is aligned with Expected Student Learning Results and focuses on identified critical needs; meeting the learning needs of all students, including English Learners and students with disabilities; providing for college and 21st Century career readiness; and increasing parent engagement. Students continue to perform at high levels, as evidenced by results on the Smarter Balanced Assessments and other assessments such as the Advanced Placement, International Baccalaureate, PSAT, SAT and ACT, and college and career readiness measures. In addition to a traditional instructional program that includes academic programs in STEM, Humanitas/New Media, Global Business and Finance, Global Human Initiative, and several Career Technical Education pathways, the expanded GHCHS iGranada program serves students who need a flexible schedule in an alternative NCAA-approved blended instructional model.

The Granada Hills Charter Governing Board continues to address established school goals. These goals are continuously validated by high student academic achievement, receipt of a five-year renewal of our charter in 2018 from Los Angeles Unified, our charter authorizer; maintenance of a financially sound budget; and expansion of academic program offerings.

Brian Bauer,

Executive Director

Major Achievements

Granada Hills Charter High School, a school of choice, continues to be the largest charter school in the United States with over 4,500 students. As an independent charter school, GHCHS has the flexibility to offer innovative courses and support for students. GHCHS has an extensive course offering that appeals to a variety of student interests, including over 30 Advanced Placement courses, a full International Baccalaureate diploma program, several academic programs that provide students the opportunity to pursue their interests within the A-G graduation requirements, and over 50 elective courses. The school continues to expand course offerings, including the Mandarin language program, AP Capstone program, and a growing computer science program which currently reaches over 20 percent of the student body each year.

Expected Schoolwide Learning Results

Every student who graduates from GHCHS will be:

- An effective communicator who is able to read, write, speak, and listen.
- An information manager who is able to locate, access, organize, evaluate, and supply information for a complex and technological world.
- A problem solver who is able to apply a variety of thinking, creative, and computing skills to produce solutions to practical and theoretical problems.
- A productive member of society who is able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse community.
- A lifelong learner who is able to set educational and career goals, develop a realistic strategy to achieve those goals, and apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.
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The school's educational program achieved many accolades in 2017-18. Granada Hills Charter High School was:

- Ranked #1 "Best Charter High School in California," #3 "Best Public High School Teachers in Los Angeles County" and #11 "Best Charter High School in America" by Niche.com in 2019 Best Schools rankings.
- The first in the San Fernando Valley to be an International Baccalaureate World School
- Recognized in the Washington Post's "America's Most Challenging High Schools" for 2017 and US News and World Report's "2018 Best High Schools."
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The GHCHS Academic Decathlon team won the United States Academic Decathlon National Championship six times. The school has several other award winning academic teams, including the Speech and Debate, Robotics, and Model United Nations.

Granada Hills Charter takes great pride in its many athletic teams and clubs. GHCHS varsity sports teams participated in the California Interscholastic Federation (CIF) City Section playoffs and captured numerous city and league titles, including golf, basketball, volleyball, cross country, soccer, and tennis. GHCHS offers over 60 student clubs and groups.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1,211
Grade 10	1,270
Grade 11	1,119
Grade 12	1,139
Total Enrollment	4,739

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.4
Asian	17.6
Filipino	9.7
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0.3
White	25.5
Socioeconomically Disadvantaged	49.4
English Learners	3.0
Students with Disabilities	8.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Granada Hills Charter High School	16-17	17-18	18-19
With Full Credential	174	172	170
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	0	0	0
District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Granada Hills Charter High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	The Language of Composition Reading Writing Rhetoric Literature Reading Fiction Poetry and Drama Literature 11th (McDougal Littell) 2010 Literature 10th (McDougal Littell) 2010 Literature 9th (McDougal Littell) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra and Trigonometry Structure and Method 2000 Calculus Graphical, Numerical, Algebraic (AP Edition) 2003 The Practice of Statistics for AP 4th Ed. 2012 Calculus (Pearson) 20003 Precalculus 5th Ed. (Brooks/Cole) 2010 Trigonometry 8th Ed. (Pearson) 2005 CPM Geometry, 2017 Big Ideas Algebra I, Algebra II and Geometry Java 4th Ed. (McGraw Hill) 2004 Barron's AP Computer Science (5th ed) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Chemistry, 8th Ed. 2011 Chemistry HL 2nd edition (Pearson) 2016 World of Chemistry (Brooks/Cole) 2012 Physics Giancoli 6th Edition (Pearson) 2005 University Physics (Pearson) 2012 Conceptual Physics (Prentice Hall) 2009 Biology (Prentice Hall) 2004 Campbell Biology (Benjamin Cummings) 2012 Biology Concepts & Applications 8th Ed. (Brooks/Cole) 2011 Living in the Environment, AP Ed. 2011 Human Anatomy and Physiology, 7th Ed. (Pearson) 2007 Hole's Essentials of Human Anatomy and Physiology 12th Ed. (McGraw Hill) 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Foundation of Economics 2010 Econ Alive! The Power to Choose and Government Alive! Power, Politics, and You (TCI) 2016 American Government: Roots & Reform, 10th Ed. 2010 The Cultural Landscape, 10th Ed. 2010 World History in Documents (NYU) 2008 World Geography (Glencoe) 2005 Magruder's American Government (Pearson) 2009 Hist 2 Volume 2 Student Ed (Wadsworth) 2011 United States History Modern America (Pearson) 2011 Modern World History (McDougal Littell) 2006 Myers Psychology for AP (BFW Worth) 2011 Psychology, Principles in Practice (Holt McDougal) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Al-Kitaab (Georgetown University Press) 2011 Alif Baa (Georgetown University Press) 2010 AP Spanish Language and Culture Exam Preparation (Vista) 2014 Atando Cabos (Prentice Hall) 2012 Barron's AP Spanish 7th Ed 2011 Conexiones (Prentice Hall) 4th edition 2010 Reflexiones (Pearson) 2012

Textbooks and Instructional Materials
Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Dynamic Korean 1 (Foundation for Korean Language and Culture in the USA) 2009 French B (Oxford) 2012 Spanish B (Oxford) 2012 Oggi in Italia 9th Ed 2011 Master ASL Level 1 (Sign Media) Master ASL Fingerspelling, Numbers, and Glossing Expresate 1 (Holt) Expresate 2 (Holt) Expresate 3 (Holt) El Espanol para Nosotros1 (Glencoe) El Espanol para Nosotros2 (Glencoe) Entre Mundos (Pearson Prentice Hall) Temas (Vista) 2014 Tes Branche? 1 (EMC Publishing) 2014 Tes Branche? 2 (EMC Publishing) 2014 Tes Branche? 3 (EMC Publishing) 2014 Tes Branche? 4 (EMC Publishing) 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health (Holt) 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Exploring Visual Designs (Davis) 2000 OnCooking (Prentice Hall) 2003 The Musicians Guide to Theory and Analysis (Norton) 2011 American Art, Wayne Craven 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	100+ HVAC units reaching useful life and/or needing repairs. Proposition 39 energy grant funds will be used for replacements during summer 2019. All gas and sewer leaks addressed appropriately throughout the school year.
Interior: Interior Surfaces	Good	Classrooms and office need updated painting. School preparing new deferred maintenance plan, and will address painting/flooring/furniture in that process.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Pest mitigation performed annually or as needed. Campus cleanliness is prioritized by facilities and operations staff.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	LADWP installed a temporary transformer to power campus in December 2018, with plans on permanent replacement in a few years. Minor modifications planned for classroom and server room in 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	LAUSD planning major plumbing project to begin in 2019/20. Restrooms are cleaned and stocked multiple times each day, or as needed. Fountain water is filtered.
Safety: Fire Safety, Hazardous Materials	Good	Annual testing performed in 2018.
Structural: Structural Damage, Roofs	Fair	Roof leaks occur during raining season. School working on roof maintenance and replacement plan.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Arborist performed study of trees on campus. Additional plantings made during 2018.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	79.0	75.0	40.0	43.0	48.0	50.0
Math	53.0	55.0	30.0	32.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.6	24.1	23.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1101	1080	98.09	75.00
Male	561	550	98.04	68.55
Female	540	530	98.15	81.70
Black or African American	42	40	95.24	65.00
Asian	214	213	99.53	84.98
Filipino	108	107	99.07	81.31
Hispanic or Latino	414	407	98.31	68.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	264	97.06	75.00
Two or More Races	11	11	100.00	100.00
Socioeconomically Disadvantaged	577	567	98.27	68.78
English Learners	64	58	90.63	24.14
Students with Disabilities	104	96	92.31	16.67
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,102	1,074	97.46	54.66
Male	562	545	96.98	55.23
Female	540	529	97.96	54.06
Black or African American	43	39	90.7	35.9
Asian	214	209	97.66	79.9
Filipino	108	107	99.07	59.81
Hispanic or Latino	414	407	98.31	40.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	272	264	97.06	54.17
Two or More Races	11	10	90.91	90
Socioeconomically Disadvantaged	578	563	97.4	47.6
English Learners	64	58	90.63	25.86
Students with Disabilities	104	95	91.35	7.37
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are involved through the Governing Board, charter governance committees, and parent groups. At least one parent serves on the GHCHS Governing Board. In addition, a parent may also serve the Governing Board through any of three Community and At Large Boards. There are two parent members on each of the three standing committees (Curriculum and Instruction, Student Services, and Operations). These committees along with the Parent Advisory, School Site Council, and English Learner Advisory Committees are responsible for developing and assessing proposals that are ultimately approved by the Governing Board. Other parent organizations support athletic teams and student activities. Translators are available at selected meetings for parents who speak a language other than English. The PTSA and GHCHS Booster Club provide opportunities for involvement, and many parents volunteer to assist with school activities and at Open House and Back-to-School Night. Parents additionally volunteer as chaperones on field trips and excursions, work GHCHS community events, share their areas of expertise as guest speakers and assist in community outreach to obtain student internships, job shadowing experiences and mentors for our students.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

GHCHS has a clean and safe campus staffed by a plant manager, facilities coordinator, seven-days per week plant crew, and a full-time gardener. Granada Hills Charter has developed a comprehensive Safe School Plan in cooperation with the district and local law enforcement which is reviewed and revised each year. The PTSA holds an annual community safety meeting to present the Safe School Plan. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. Fire and earthquake evacuation drills are held regularly.

GHCHS is a closed campus. A staff member is regularly assigned to the only entrance used during the school day. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms. A camera is located at the check-in so that everyone entering the campus is monitored at the sign-in. Additional safety cameras and commercial lights were added to the campus-monitoring network within the past few years. GHCHS, following the latest recommendations on lockdown protocols, purchased and implemented School Gate Guardian, a front door check-in system that retains a full database of school visitors. In addition, GHCHS has a water tank that is continually refreshed to provide water for the school and community in a major earthquake. Since the school campus stretches over 40 acres, golf carts with first aid kits are available for the health office and security staff.

Campus safety personnel include a full-time school police officer, a school probation officer, three discipline deans, two attendance deans, a campus security coordinator, a dozen full-time campus aides, and a 24 hour-security guard. Other safety measures include daily random searches of students with security wands and a canine contraband search program funded by PTSA. The GHCHS staff monitors school grounds before school, throughout the school day including lunch and nutrition, and immediately after dismissal. The Safety Committee meets monthly and conducts both announced and unannounced safety drills during non-instructional time. Members attend various trainings, including an LAPD training, Los Angeles School Police Training and Nassleo Trainings.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.3	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.9	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	10.0
Counselor (Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	1.0
Nurse	2.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	10
Other	6.0
Average Number of Students per Staff Member	
Academic Counselor	450

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28	29	29	21	28	18	76	83	88	42	47	43
Mathematics	31	31	30	15	15	25	38	46	38	74	70	79
Science	28	26	26	34	50	49	32	26	36	59	60	68
Social Science	27	25	24	45	58	79	37	45	31	68	62	68

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

GHCHS provides schoolwide and targeted professional development to both certificated and classified personnel. Before the start of each semester, teachers have professional learning days to establish goals and lay the groundwork for targeted professional development for the year. During the year, teachers and instructional aides meet every Tuesday morning for an hour before school for department, interdisciplinary, and academic program meetings. In addition, teachers have extended professional development meetings in October and February. Teachers meet in their content-specific groups to establish the guaranteed curriculum, share practice, evaluate strategies, develop common formative and summative assessments, examine data, calibrate grades using student work, and identify students who need intervention and additional support. The flexibility of horizontal and vertical teaming helps teachers understand student performance in similar groups and assist in developing instruction that supports longitudinal skills.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (ES)	\$116,726	\$123,495
Average Principal Salary (MS)	\$131,879	\$129,482
Average Principal Salary (HS)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of District Budget		
Teacher Salaries	31.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,029	\$2,051	\$9,978	\$83,517
District	◆	◆	---	\$75,094
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			0.0	10.6
Percent Difference: School Site/ State			33.4	3.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A major portion of the school budgetary requirements are fulfilled through funding from the state local control funding formula, other categorical programs, and the state lottery. Additional funding comes from property taxes, special education, federal and state grants, and funding based on per pupil enrollment. Major expenditures include salaries and benefits, improvements to buildings and equipment, tutoring, instructional resources and supplies, and technology. Title I federal funds support our efforts to enable all students to meet state educational standards and graduate in four years. Title II federal funds contribute to staff training and technology. The PTSA, the Booster Club and the community-at-large provide for other whole school needs. The GHCHS Development Office, which opened in 2010–2011, continues to seek additional financial support from alumni, the community, foundations, and private businesses through promotion of the Annual Fund.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Granada Hills Charter High School	2014-15	2015-16	2016-17
Dropout Rate	2.2	1.5	1.6
Graduation Rate	94.8	95.1	93.8
District	2014-15	2015-16	2016-17
Dropout Rate	16.7	13.7	10.8
Graduation Rate	72.2	77.3	79.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	885
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	99.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	78.5

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	4	♦
Fine and Performing Arts	4	♦
Foreign Language	5	♦
Mathematics	3	♦
Science	6	♦
Social Science	8	♦
All courses	32	39.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	93.2	88.5	88.7
Black or African American	86.4	85.3	82.2
American Indian or Alaska Native	66.7	79.8	82.8
Asian	95.6	91.6	94.9
Filipino	96.8	90.8	93.5
Hispanic or Latino	92.5	88.9	86.5
Native Hawaiian/Pacific Islander	100.0	93.1	88.6
White	92.6	87.8	92.1
Two or More Races	100.0	89.5	91.2
Socioeconomically Disadvantaged	97.7	86.8	88.6
English Learners	20.3	43.1	56.7
Students with Disabilities	64.3	61.6	67.1
Foster Youth	40.0	84.7	74.1

Career Technical Education Programs

GHCHS offers three established Career Technical Education strands with the shared support of a Perkins Grant. Courses are offered in automotive, culinary arts, and business. The Global Business and Finance (GBF) Program for grades 10-12 provides a foundation of business and finance coursework which includes Money and Banking, Business Statistics, and Entrepreneurship taught by a collaborative group of teachers. Students have access to a variety of summer work experiences and internship explorations from a variety of local businesses. Articulation agreements are established with Los Angeles Pierce College, local adult schools and occupational centers to enhance the CTE curriculum and provide opportunities for students to advance their skills. Advisory Committees and Trade Advisory Committees consisting of local business, community college and university representatives meet semi-annually to provide input for refining and enhancing our CTE programs. GHCHS continuously explores opportunities for CTE students to participate and intern in local businesses and universities.

Annual surveys are conducted in which graduates are encouraged to report their continued interest in CTE coursework initially explored at GHCHS. Advisory Committees comprised of local business, industry, junior college and university representatives meet semi-annually to provide input on curriculum, program development and articulation to ensure successful preparation of our students. Our high school offers courses intended to help students prepare for the world of work. These CTE courses are open to all students. All programs include A-G graduation requirements and all CTE courses are A-G approved.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.